NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

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For Further Information:
Mel Hayes

HOLD FOR RELEASE
SUNDAY, DEC. 31, 1967

School Instructional Staff
Exceeds Two Million Mark

WASHINGTON, D. C., Dec. 31--More than two million Americans now are school teachers or hold other instructional positions in the public schools, the National Education Association revealed today.

A survey report of the NEA Research Division estimates there are 2,039,000 elementary and secondary instructional staff members, a 2.9 per cent increase over last year. This is the first year the figure has topped the two million mark.

With the nation's total population having reached 200 million in November, approximately one person in 100 is on a public school instructional staff. This comprises classroom teachers, principals, supervisors, librarians, guidance and psychological personnel, and related instructional workers.

While the number of instructional personnel has increased, so has the number of pupils. Estimated fall enrollment was 43,788,324, according to the report, "Estimates of School Statistics, 1967-68." This is 1.9 per cent higher than the estimate for fall 1966.

The 26th annual report indicates modest improvements in some critical areas of education, including teacher salaries and expenditures per pupil.

"But we still have a lot of catching up to do," Glen Robinson, Research Division director, emphasized.

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"Education is clearly the No. 1 civilian enterprise in the United States," Dr. Robinson added, "involving about 3 out of 10 of us as teachers, administrators, or students at all levels, public and private. It must be pegged high among our national commitments, not merely because it is 'big business' but because it is essential to the preservation and progress of our democracy.

"So the NEA, while pleased with evidences of improvement in education shown by this report, believes strongly that dramatic gains--not modest or meager ones--are demanded in 1968 and the years immediately ahead," the NEA official emphasized. "In this connection, the NEA will soon propose and vigorously promote a federal legislative program designed to achieve such an historic breakthrough."

The report shows that teachers and other instructional staff will average $468 more this school year than last. This is a gain of 6.6 per cent, bringing the estimated 1967-68 average salary to $7,597. Estimated average for elementary school teachers is $7,077 and for secondary teachers, $7,569.

(The NEA reported last May that engineers, physicists, and attorneys were receiving about double the salaries of public school classroom teachers, and that accountants and auditors were being paid about 40 per cent more than the teachers. The "typical" public school teacher is 38 years old, has a bachelor's degree, has taught nearly 12 years, and works 47 hours a week at school and school-related activities.)

Salaries of instructional staff have increased every year in the past 10 years. Although salaries have risen 61.6 per cent above the average of $4,702 in 1957-58, the gain in purchasing power, based upon Consumer Price Index figures, has been only 38 per cent.

Vast differences still exist among the states in the average salaries of instructional staff. Whereas in one southern and one plains state the estimated average annual salaries are under $5,500, New York, California, and Alaska pay an average

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of $8,500 or more. In fact, the average salary in the top state is twice that in the state at the bottom of the list.

More men continue to be attracted into education, although the percentage increase has been leveling off during the last three years. The estimated 583,337 men classroom teachers account for 31.7 per cent of the teaching staff in elementary and secondary schools this year compared with 26.8 per cent a decade ago.

The percentage increase in men teachers has been greater in secondary schools--86.9 per cent higher this year than 10 years ago. In the elementary schools the gain was 50.4 per cent.

Total estimated fall enrollment this year, a record 43,788,324, was comprised of 27,479,608 elementary school pupils and 16,308,716 secondary school students. These enrollments represented increases of 1.3 per cent and 2.9 per cent, respectively.

The school-age population (5-17) makes up more than one-fourth of the total U. S. population, compared to one-fifth in 1950, the report indicates. The Bureau of the Census estimated there were 51,584,000 in this age group last July 1, making up 26.1 per cent of the total resident population.

Nearly two and one-fourth million (an estimated 2,448,127) students will graduate from high school in 1967-68, the largest number in the nation's history. The 83.8 per cent increase during the last decade reflects not only the increased 1946 and 1947 births but also the greater holding power of the schools, the report suggests.

Total expenditures for public schools this year are expected to exceed $31 billion, up 9.6 per cent from the previous year. This record amount includes about $25.1 billion in current expenses for elementary and secondary schools; nearly $4 billion for capital outlay; $965 million for school debt; and $1 billion for "other programs" such as community services provided by school systems, community colleges, and vocational and adult education. The expenditures for these "other programs" will be 11.7 per cent more than in 1966-67.

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School Instructional Staff
Exceeds Two Million Mark

Current annual expenditures per pupil in average daily attendance are estimated at a new high of $619, up from $573 last year.

One of the few areas to show a decline was that of the number of school districts. Through continued consolidation and annexation these decreased 4.7 per cent since last year to an all-time low of 21,704 basic administrative units of which 20,195 actually operate schools. Thirty-six years ago there were 127,422, and 10 years ago there were still 47,594.

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NOTE: For press use only, copies of "Estimates of School Statistics, 1967-68" are available from the Division of Press, Radio, and Television Relations, National Education Association, 1201 Sixteenth St., N. W., Washington, D. C. 20036. For other uses the volume may be purchased for $1.00 from Publication Sales at the address above. Payment must accompany orders of $2.00 or less. Please mention stock number 435-13340.

HIGHLIGHTS: 1967-68 AND 1966-67 ESTIMATES

Statistics of public elementary and secondary school systems

	School year		Change	
	1967-68	1966-67	Amount	Percent
Basic administrative units:				
Total school districts	21,704	22,781	-1,077	-4.7%
Operating school districts	20,195	21,049	-854	-4.1
Nonoperating school districts	1,509	1,732	-223	-12.9
Pupil enrollment:				
Fall--Total	43,788,324	42,968,286	+820,038	+1.9
Elementary	27,479,608	27,114,418	+365,190	+1.3
Secondary	16,308,716	15,853,868	+454,848	+2.9
Cumulative--Total	45,454,390	44,595,821	+858,569	+1.9
Elementary	28,585,643	28,182,153	+403,490	+1.4
Secondary	16,868,747	16,413,668	+455,079	+2.8
Average daily membership	43,231,670	42,499,817	+731,853	+1.7
Average daily attendance	40,601,130	39,899,437	+701,693	+1.8
Number of high-school graduates	2,448,127	2,396,719	+51,408	+2.1
Instructional staff	2,038,821	1,980,545	+58,276	+2.9
Classroom teachers:				
Total	1,837,926	1,787,349	+50,577	+2.8
Elementary school	1,031,435	1,006,973	+24,462	+2.4
Secondary school	806,491	780,376	+26,115	+3.3
Men teachers	583,337	565,339	+17,998	+3.2
Women teachers	1,254,589	1,222,010	+32,579	+2.7
Average annual salaries:				
Instructional staff	$7,597	$7,129	+$468	+6.6
All classroom teachers	7,296	6,830	+ 466	+6.8
Elementary-school teachers	7,077	6,622	+ 455	+6.9
Secondary-school teachers	7,569	7,109	+ 460	+6.5
Receipts (in thousands):				
Total revenue and nonrevenue receipts	$32,400,045	$30,168,142	+$2,231,903	+7.4
Revenue receipts by source:				
Total	29,463,641	27,256,043	+ 2,207,598	+8.1
Federal	2,271,909	2,162,892	+ 109,017	+5.0
State	11,884,028	10,661,582	+ 1,222,446	+11.5
Local, intermediate, and other	15,307,704	14,431,569	+ 876,135	+6.1
Nonrevenue receipts	2,936,404	2,912,099	+ 24,305	+0.8
Expenditures (in thousands):				
Total expenditures	$31,074,574	$28,352,330	+$2,722,244	+9.6
Current expenditures for elementary and secondary day schools	25,122,315	22,854,760	+ 2,267,555	+9.9
Current expenditures for other programs (community services, community colleges, adult education, etc.) when operated by local school districts	1,039,382	930,165	+ 109,217	+11.7
Capital outlay	3,946,944	3,662,106	+ 284,838	+7.8
Interest on school debt	965,933	905,299	+ 60,634	+6.7
Current expenditure for elementary and secondary day schools per pupil:				
In average daily membership	$581	$538	+$43	+8.0
In average daily attendance	619	573	+ 46	+8.0

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FOR IMMEDIATE RELEASE

Florida Governor Calls Legislative
Session To Consider Problems of Education

WASHINGTON, D. C., Dec. 20--Gov. Claude R. Kirk Jr. has called for a special session of the Florida Legislature starting January 29 to wrestle with the state's massive education problems and other critical matters, the Florida Education Association reported.

Governor Kirk pledged last October 18 that he would call the special session. This promise was one of two key elements in the immediate suspension of sanctions at that time by the National Education Association and its affiliate, the FEA.

The NEA, acting on a request of the FEA, imposed sanctions against the Governor and his legislative backers last June. An NEA study had shown that Florida's public schools had been deteriorating gradually for many years.

A prime consideration of the special session will be the report of the Governor's Commission for Quality Education. The Governor's promise to accelerate the Commission's work was the second key factor in the suspension of sanctions by the education associations.

The Commission's report is due to be delivered to Governor Kirk Dec. 22. Many of its recommendations are expected to be enacted by the Legislature, the FEA said.

One recommendation is for raising the state sales tax from 3 cents to 4 cents on the dollar. Governor Kirk campaigned on a "no-new-tax" stand and his refusal to ask for needed new finances for education was at the heart of the bitter educational crisis which was highlighted by a mass rally of 35,000 teachers in Orlando in August and by the preparation for mass resignations by most of the teachers in the state.

(More)

Another possible move by the Legislature, according to the FEA, is elimination of many present sales tax exemptions, except for groceries and medicine. The Commission report will also recommend removing the state constitutional prohibition against an income tax.

In addition to education, the special session is expected to deal with other aspects of constitutional reform, and perhaps with roads.

The Delegate Assembly of the FEA will meet in Tampa December 28 to consider the Commission report. About 5,000 delegates are expected to attend.

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FOR IMMEDIATE RELEASE

NEA Suspends Sanctions
Against Baltimore Schools

WASHINGTON, D. C., Dec. 19--The National Education Association today suspended sanctions against the Baltimore city school system, having been assured that improvement of education will be given top priority by the city.

The NEA executive committee took the action after Thomas J. D'Alesandro III, the new Mayor of Baltimore, agreed to a seven-point program for removing educational deficiencies in the schools. The Maryland State Teachers Association and the Public School Teachers Association in Baltimore, both NEA affiliates, also have suspended sanctions they had imposed.

Braulio Alonso, president of the NEA, said he was "highly impressed by the fine attitude of Mayor D'Alesandro and his apparent desire to provide better education for the children of Baltimore." The NEA official recalled that the new Mayor recently, after only one day in office, called a meeting with the three education association officials to discuss the steps that would lead toward resolution of Baltimore's educational plight.

The Mayor personally toured many of the city's schools, observing the dilapidated physical conditions which were, in significant part, the reason for NEA's imposing sanctions last July 8, Mr. Alonso added.

"Mayor D'Alesandro certainly seems to be living up to the promise in his inaugural address when he declared that education is Baltimore's 'single most critical problem and that 'our aim must be quality education for all of our young people.'"

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Mr. Alonso pointed out that the Baltimore Board of Estimates, after calling attention to Mayor D'Alesandro's efforts in behalf of the schools, adopted a resolution last week "that the public and the Board of School Commissioners be assured that quality education will receive first priority from the City of Baltimore."

William D. Schafer, president of the Baltimore City Council, last night introduced a resolution stating that education "will receive a priority" in Baltimore City. The resolution was adopted unanimously.

The conditions for the suspension of sanctions by the NEA and its affiliates are:

- Reduce excessive class size.
- Provide sufficient up-to-date materials of instruction.
- Provide adequate maintenance of school buildings.
- Recruit and retain an adequate professional staff with competitive salaries and fringe benefits.
- Eliminate overcrowded and part-time schedules.
- Provide supporting personnel and services to meet the needs of handicapped children (environmentally, mentally, physically) and emotionally disturbed children.
- Eliminate portable, makeshift facilities currently housing pupils.

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FOR IMMEDIATE RELEASE

Foreign Language and Other School Programs
Surveyed by National Education Association

WASHINGTON, D. C., Dec. 18--About one-third of the public school systems in the United States with 12,000 or more pupils offer some instruction in the Russian language, according to a research report of the National Education Association.

No native African languages nor ones used in Southeast Asia and India, however, are taught in the 400 upper-medium and large systems that responded to the questions on language instruction. Chinese is taught in 11 systems; Hebrew, in 6; Italian, in 4; Japanese, in 2; and Arabic, Hawaiian, Norwegian, and Portuguese, in one system each.

Elementary schools in almost three-fifths of the systems offer one or more foreign languages to at least some children, the report says.

More than 85 per cent of the systems have language laboratories in secondary schools, while only 6 per cent provide laboratories in elementary schools.

The inquiry concerning language programs was part of a broader study of instructional offerings, conducted by the NEA Research Division. Most parts of the survey report provide data by small school systems (300 to 2,999 pupils); medium systems (3,000 to 24,999); and large systems (25,000 or more).

"The results of this survey, which are useful already, can be extremely valuable in future years," Glen Robinson, Research Division director, said. "Since the data were gathered just before programs under the massive Elementary and Secondary Education Act got under way, the survey, in the years ahead, can provide some bench marks for measuring the impact of ESEA."

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The report shows that just under 4 in 10 of the responding systems provide educational television in elementary schools; slightly more than 2 in 10, in secondary schools.

Vocational training in the new technologies is just beginning to take hold, the report indicates. About 13 per cent of the school systems provide training in electronics; 6 per cent, in data processing; and 3 per cent, in computer programming.

Other highlights of the survey:

- Ninety-four per cent of the large systems provide full-time guidance counselors in secondary schools. About 89 per cent of the medium systems and less than 58 per cent of the small systems do.
- Four in 5 of the largest school systems (25,000 or more pupils) employ remedial reading specialists.
- Nearly 80 per cent of all the systems provide programs for mentally retarded children in elementary school; nearly 70 per cent, for children with severe speech impairments; slightly less than 50 per cent, children with hearing loss or with crippling or other special health problems; 46 per cent, visually impaired children; and 40 per cent, emotionally disturbed or socially maladjusted children.
- Driver education is provided by about three-fourths of the systems.
- College-level advanced placement courses for all eligible students are offered in nearly 17 per cent of the systems.
- In elementary schools, team teaching arrangements are used in about 10 in 100 of the small systems, 30 in 100 of the medium-sized, and 50 in 100 of the large systems. In secondary schools the respective ratios are 9, 37, and 63 in 100.

(More)

- Schools are most frequently organized on the six-year elementary, six-year secondary, plan. However, many of these schools are small. More children in the United States attend schools organized on a six-year elementary, three-year middle or junior high, and three-year secondary plan than attend any other type.

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FOR IMMEDIATE RELEASE

NEA Affiliate in Wisconsin
Wins Outstanding Contract

WASHINGTON, D. C.--An average salary increase of nearly 20 per cent, plus fringe benefits, is featured in the contract for 1968 negotiated by the Milwaukee Teachers Education Association, an affiliate of the National Education Association.

Donald Baer, MTEA executive secretary, said he believed this may be the largest one-year salary hike for teachers ever negotiated in the nation.

Edward R. Neudauer, chairman of MTEA's collective bargaining committee, termed the contract "a renaissance for education in Milwaukee." He said that one of the most significant long-term gains in the settlement, approved by teachers December 16, is the first binding arbitration agreement between the MTEA and the Board of Education.

Pay boosts range from $950 for an inexperienced teacher to $1,901 for a teacher at the top of the salary schedule. The new base is $6,800, with a maximum of $12,357.

Increases in regular salaries for the city's 5,000 teachers is only one of many gains in the contract package, Mr. Baer emphasized. Total cost of the improvements, which will be financed mainly from state funds provided under emergency legislation, is estimated at nearly $17 million.

The Board of Education will provide Blue Cross protection for teachers and their dependents. Teachers will be paid $5 an hour for assisting at school-related evening functions such as dances and plays, and pay for lunch-time supervision will be increased. Substitute teachers will draw more pay, as will teachers in summer school. New teachers will receive regular pay for orientation days.

(More)

The nearly 130,000 pupils in the city's 155 schools will be the eventual beneficiaries of the landmark contract, Mr. Baer pointed out.

Specialists in music, art, and physical education will be hired for the elementary schools for the first time. About 1,100 paraprofessionals and teacher aides will be employed by the school system, inaugurating a new approach in Milwaukee schools. Some aides will operate the system's first elementary school libraries. The elementary summer school will be expanded city-wide.

A special school for problem students will be established, as well as some special classes for such children in the regular schools. Teachers of the unruly students will receive an extra $1,000 in pay.

Two hundred eighty teachers will be employed in the summer of 1968 on school-community projects in cooperation with the University of Wisconsin-Milwaukee. They will spend about half of their time in classes at UWM and the remainder working with inner-city families to reinforce their relationships with the schools.

Among other improvements are a ceiling of 120 days for accumulation of sick leave and assurance of at least two afternoons each semester for teachers to engage in staff planning.

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12/18/67

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
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December 11, 1967

MEMORANDUM TO: Urban, State, and Headquarters Staffs

Because of the unique features of the New Orleans Political Citizenship Clinic, we thought you might be interested in a roundup story of some of the highlights.

We enclose the roundup along with a copy of the speech delivered by NEA President-Elect Elizabeth D. Koontz. Speeches made by President Braulio Alonso and Past President Irvamae Applegate were taped and should be available in a few days.

Let us know if we can furnish additional information on this highly successful meeting.

Cordially yours,

Beatrice M Gudridge

Beatrice M. Gudridge
Associate Director
Division of Press, Radio,
and Television Relations

New Orleans Political Citizenship Clinic

December 8-10 Jung Hotel, New Orleans

For Further Information:
Beatrice M. Gudridge

FOR RELEASE AT WILL

"Sleeping Giant" Teaching Profession
Comes Out of Hibernation, says Koontz

NEW ORLEANS, La., Dec. 11--Likening the teaching profession to a sleeping giant, President-Elect Elizabeth D. Koontz of the National Education Association declared here this weekend that teachers will no longer be content to be told by politicians and public to "do the teaching in the schoolhouse and leave the driving to us."

Addressing 200 participants in the Political Citizenship Clinic sponsored here Dec. 8-10 by NEA and 12 affiliated Southern state associations, the Salisbury, N.C., educator said that in the South the teaching profession has been exploited and the education enterprise crippled by those "who raised the ugly issue of race in order to be elected."

Southern educators were kept intimidated, she said, through absence of good tenure laws, subtle and overt economic pressures, implied and voiced threats, low salaries, inadequate school funds, and a dual school system.

But teachers in the South--and elsewhere--have come out of hibernation, she declared. They won't tolerate any more a "split personality" which decrees that they teach democracy, but refrain from participating in the democratic process.

NEA President Braulio Alonso in the final session of the Clinic called for organized "teacher power" which faces up to political reality today, not 10 or 15 years from now.

(More)

"Waiting for magnanimous and benevolent public action has not given the teaching profession what it needs, and indeed has made educational conditions worse. Education is now in deep trouble in several states, including affluent Florida."

Teachers are in revolt, he declared, against substandard teaching conditions, overcrowded classrooms, big city ghetto education, educational shortchanging of minorities such as the Indians and Mexican-Americans of the Southwest, and the "reaction, censorship and prejudice" which buffet the teaching profession.

The Tampa, Fla., high school principal told participants that teachers must assume responsibility for the betterment of the systems in which they teach, and in order to do that they must put both feet squarely into the political arena.

"State laws guaranteeing teachers the right to professional negotiations don't grow on trees," he said. "Teacher power made them happen."

He warned Clinic members against political apathy which he said he prefers to call "chicken," and he told them not to be afraid to lose an occasional political battle.

"If your association has fought the campaign fairly and honestly on the issues and you lose, you have still won respect for yourself and your profession."

In another major speech, Mrs. Irvamae V. Applegate, NEA immediate past president, exploded five fallacies that she believes have hindered teachers' political effectiveness, including 1) you can't mix education and politics; 2) politics is dirty; 3) teachers don't have the same rights as other citizens; 4) teachers can't make much difference in political life; and 5) "politics is different where I come from."

The St. Cloud, Minn. State College dean said every educational decision made today at local, state and national levels is a political decision, and teachers must either give direction to policy making or be swept along by it.

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Teachers can make a difference in politics if they want to, she said, adding: "There are two million teachers in this country, 90 percent with bachelor's degrees, who read, travel, keep up with current events. If they can't make a difference, who can?"

Participants also heard from Sen. Leroy R. Johnson (D-Ga.), first Negro to be elected in 1962 to the State Senate in 92 years and Rep. Rodney Cook (R-Ga.) of the Georgia General Assembly.

Sen. Johnson said some politicians love teachers only so long as the latter remain politically naive, disorganized, divorced from real involvement, and willing to let politicians do the thinking for them.

"Politicians may not love you if you become active, but they will respect you if you have the ballot and use it wisely."

Rep. Cook struck a similar note when he told the Clinic that teachers' political silence hurts education, and the only way teachers will get improvement is to "make a lot of noise."

He pointed out that minorities are able to influence governments because they organize, get out and vote, know who and what the candidates are, support and raise money for the candidate of their choice.

"Teachers will be amazed," he told participants, "at how much influence they will have if they do likewise."

The New Orleans Clinic is 12th in a series sponsored by the NEA Citizenship Committee in various parts of the country. Other NEA units involved are the NEA Office of Field Operations and Urban Services, Association for Classroom Teachers, Committee on Civil and Human Rights of Educators, and the Division of Press, Radio, and Television Relations.

States involved were Alabama, Florida, Georgia, Louisiana, Mississippi, North Carolina, Oklahoma, and Tennessee, with several other participants from Arkansas, South Carolina, Texas, and Virginia.

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12/11/67

New Orleans Political Citizenship Clinic
National Education Association & Affiliated State Associations
December 8-10, 1967 Jung Hotel, New Orleans

SPEAKER: Mrs. Elizabeth D. Koontz, Classroom Teacher, Salisbury, North Carolina and President-Elect, National Education Association

TOPIC: "And What About 1968?"

TIME: 12:30 P.M.

PLACE: Hall of the Americas, Jung Hotel

Now I know!

For years and years there's been a term bandied about by some folk who know what's happening! And they actually passed over the activities of those whom they classified in this manner.

Oh, make no mistake, the nice, uneventful sessions were reported; the big-name speakers were quoted; and in the absence of these, they spoke of the hats the ladies wore.

Then, hidden away among the hundreds of words, there would be the phrase, "a sleeping giant." There is no more fitting description of the teaching profession.

But, this weekend, I've seen the most reluctant, "sleepy-headingest" of all sleeping giants begin to come out of hibernation, stretch himself, and look around for others like himself to join and fight, and change the image.

That sleeping giant has been the educators of this area who now are realizing that the buck stops here with us, the teacher citizen, the political citizens.

Let's face it; educators in most of our states have "been had." One of the most potentially influential groups of professionals has wielded the least influence politically! We were told it isn't professional to get involved, so we ducked!

We were told to be dedicated -- to hold fast to the "bus theory" -- do the teaching in the schoolhouse and leave the driving to us -- and we held so fast that teachers became "split personalities" -- teaching democracy but refraining from participating in it!

All of this was deplorable but by far the worst is to be found in the exploitation of this profession and the crippled education enterprise by those who raised the ugly race issue in order to be elected and kept educators intimidated through absence of good tenure laws, subtle and overt economic pressures, implied and voiced threats, low salaries, a proliferation of already inadequate funds and a dual school system.

So effective was their influence that they stifled the professional and human initiative of educators as well as the creativity and productivity of this region.

(more)

Yet when federal funds could be obtained, most proponents of the bus theory reversed and shifted the blame to us. They pointed an accusing finger at us because further acceptance of funds demanded integration and we had no ready-made solutions to make it easy. We cannot permit apartheid education in this country because the nation cannot survive by practicing one thing and propounding another. But what did they really expect of us?

Gradually upon the scene came a few who had known for a long time that teachers do not turn on and off their creativity and responsibility. In many sections, those who dared to speak out on behalfof teachers and political rights lost their chances for political futures, and some lost their jobs!

The job had been done well -- they had succeeded in destroying our backbones, as it were. The political figures knew that if they could prevent the education forces from becoming united and involved, they would have removed one of the most formidable challenges to their platforms; platforms that oftimes gave little but lip service to the education enterprise while vast amounts went into pet projects of a much lesser value and into those sponsored by other special interest groups, not necessarily friendly to education.

We must admit we were in a sense "naive!" Naive because we readily accepted as an out the proposition that our individual and collective involvement "would have no influence." So we relied upon some one or two key persons in our associations who had contact with legislators and hoped that they personally could influence them to speak favorably for education and encourage the legislature to "up" its financial floor a few pennies; that is, IF any monies were left when the big boys' lobby was successfully executed.

We knew more money was needed and that taxes on tobacco, alcoholic beverages and the like could bring much of what was needed to support education. But we knew the fight that would be put up by those who could maintain professional lobbyists.

Now things have changed. Every candidate for office -- local, state or national -- knows that education in the platform is a safe and sure issue, no matter how general or vague his pronouncements. It's almost like the "motherhood" issue although even that is now becoming controversial!

It may not mean going so far however as to find new money sources; it may only mean more teaching machines that an inadequate staff can't use because of training, time, need or even a light bill that must be paid from funds each teacher must raise or is held accountable to produce.

But where is anyone speaking out for the retention of Negro principals who are fast being let out? What are the local problems? What happens when integration takes place?

You assembled here in this clinic have already wielded one blow to the order by your presence. You have given the signal that educators -- even in the South -- can unite as teacher citizens and make a difference.

This is not enough! Simply to meet and discuss are only the beginning. This is an important year. Elections will take place in our states. Primaries will be determining who will run and who will be elected. Where will you be? How well will you have organized for political action? Where will your capable teachers express themselves? What will you do to enter educators into the mainstream of this democratic form of government and be heard?

(more)

It can't be just lip service. The financial support of candidates, involvement at the precinct level, the stuffing of envelopes, doorbell ringing, beating the drums are all parts of the hundreds of jobs to be done if we are to be influential and make a difference.

The association must find the means of becoming involved in a way that will not infringe upon the rights of the individual member. But involved it must become. If we fail in this, we have only ourselves to blame. We have seen what united action can do. Let's leave this place with some real blueprints of united action on the issues that confront us in our states -- issues that will determine whether the South will lead or continue to trail!

What can we do? What is there to focus attention on this change in the thinking of teachers? What can have the greatest impact? What will it take to become a force NOW in this election year, before our state legislatures go into session, that can mean the most to education of all children, and adults as well?

How can we make the education enterprise a priority, and emphasize more dramatically that instruction is only <u>one</u> important phase of education?

Well, you must decide! There will be elections at local, state, and national levels. Your concern must be registered at all of these levels. Under no circumstances can you default, abdicate responsibility, or shrug off your influence for the price is too high, the time is too right, and you are too much on the battlelines.

It remains to be seen whether we go forward to battle armed with ironclad facts, firm convictions, know-how, troop organization and support or if we will timidly put only a toe forward to test the water to see whether it's safe while we cling to our paper swords, chests bared to attack and be ignored or swamped as others direct the course and "call the shots" for us to blindly follow, knowing full well that the task cannot be successfully accomplished?

Remember the buck stops here with this profession. And now I know what they meant when they said if that "sleeping giant" ever awakes, there'll be some changes made, and the end of racism will come.

# # # # #

NEWS from the National Education Association
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FOR IMMEDIATE RELEASE

Robert Harman Is Appointed
Assistant Director at NEA

Washington, D. C., Dec. 8--Robert E. Harman, project coordinator for the National Education Association's Television and Film Services, has been appointed an assistant director of the Division of Press, Radio, and Television Relations.

Harman, 32, originated Education Broadcast Service, an NEA monthly publication with a circulation to more than 6,000 radio and television stations. The EBS report includes background material on events concerning education, programming ideas and on-the-air information. He also has been responsible for the weekly radio programs--the Education News Service--subscribed to by 37 state associations and aired by over 600 radio stations.

In addition, Harman has been executive producer for several half-hour NEA documentary films and television spots.

Harman obtained his B. A. degree in radio-television from Ohio State University. Before coming to the NEA in 1960, he produced and directed news, children's, sports, and documentary programs at WBNS-TV, Columbus, Ohio.

He was named to fill the vacancy created when John F. Cox, an assistant director of the Division of Press, Radio, and Television Relations, was appointed recently as special assistant to the NEA's executive secretary.

Harman, his wife, Carol Ann, and two children are residents in Annandale, Va.

# # #

12/8/67

12/8/67

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FOR IMMEDIATE RELEASE

New Mexico's School Aid Program
Is Failing, NEA-NMEA Study Finds

WASHINGTON, D. C., Dec. 8--The National Education Association (NEA) today called for a complete revamping of the school aid program in New Mexico to give all children an equal chance to get a good education.

The kind of education a New Mexico child receives depends primarily on where he happens to live and what school he attends, NEA declared.

But the problem is not just a difference in the quality of the schools. No child is getting a topnotch education because not a single school district in the state has enough money, NEA found.

In essence, NEA recommends that the state stop forcing school districts to design an educational program that must fit a specific dollar figure. The instructional program should come first and should be the basis for determining the price tag for education, NEA said.

The state should set a minimum educational level for every district and should start rewarding local tax effort to stop these inequities, investigators from NEA and the New Mexico Education Association (NMEA) concluded.

The state could increase the state income tax, which is comparatively low by nationwide standards, and insist that local communities pay more for

(More)

education, a special NEA-NMEA investigating committee recommended in its final report.

At present, the state is footing more than 75 per cent of the bill for public education. Local citizens have shown a willingness to give more but they have been hamstrung by a state limit of 20 mills on local taxing powers. The study committee urges the state to remove this ceiling and abolish special tax considerations to favored groups.

Although many of New Mexico's problems are shared by other states, the "Land of Enchantment" has four needs which are unique to the state, Dr. Richard Kennan, executive secretary of NEA's Professional Rights and Responsibilities Commission, said. These needs are: creating a strong voice for education, redistricting and doing away with gerrymandering, providing language courses for bilingual children, and improving special education programs.

Investigators found that most of New Mexico's educational failings can be traced to a problem of the pocketbook. They believe that more money could remedy the worst deficiencies by making it possible for educators to take these steps:

- Create public kindergartens and adult education programs to fill an apparent weakness in the state's educational system. For example, New Mexico ranks eighth in estimated illiteracy; about 25 per cent of its draftees fail the Army's mental tests, and approximately 35 per cent of its first graders never graduate from high school.

- Provide enough books and supplies for classrooms so that pupil fees can be eliminated and teachers can stop donating money from their own pockets.

- Set realistic student-teacher ratios that will promote effective teaching. Present state standards--30 students to one teacher at the elementary level, and 27 to 1 in high schools--are exceeded by 20 per cent of the lower grades and 33 per cent of the high schools.

(MORE)

• Employ enough specialists to set up language programs for the state's Spanish-speaking students--40 per cent of the total state enrollment--and special educational programs for another 40,000 students.

• Revise the state's current method of textbook selection and distribution to eliminate the difficulties in obtaining up-to-date books, the delays in receiving them and the shortage of books.

• Raise state support of vocational education to obtain enough federal matching funds to give vocational courses to about half of all high school students, instead of the 22 per cent now enrolled.

These obstacles to good education and low salaries are producing frustrated teachers with low morale, the investigating teams found in meetings with teachers, school administrators, lay citizens and public officials.

Teachers complain that the state's national standing in teachers' salaries has slipped during the past decade from well above average to below average. And starting salaries for male teachers are well below those in other professions requiring comparable preparation.

Starting salaries for teachers must be made competitive with other professions to attract outstanding college graduates, the report says.

It was the teachers themselves, as members of NMEA, who voted last March to ask NEA's PR&R Commission to cooperate in an investigation and evaluation of the state's public school finances. Their decision was prompted, in large measure, by the state legislature's $108.6 million appropriation to educate more than 280,000 children. New Mexico educators regarded this amount as "grossly inadequate" to solve the state's growing problems in public education.

(More)

The 12-member investigating committee found that giving all children an equal chance to learn may be more difficult in New Mexico because of problems peculiar to the state. For example:

Many New Mexico counties are thinly populated, composed primarily of migrant and unskilled laborers whose bilingualism is a handicap because neither Spanish nor English is adequately taught. These areas are pockets of poverty, untouched by the growing wealth, population and urbanization of other parts of the state. In 1965, one-fourth of all New Mexico families made less than $2,500 a year.

The young and old make up a disproportionate part of the total population and many of them have an "unquestionable need" for educational, health and welfare programs. New Mexico's efforts to serve these essential needs constitutes a drain on the state's economy.

More potential tax revenue is lost on a large portion of tax-exempt land in the state which is either federally owned, federally occupied or subject to the veterans' tax exemption.

The state's economy is based mainly on natural resources which are shipped out of the state, preventing a "turnover" in the buying power of these dollars and resultant tax receipts.

These problems, which affect the financing of education in New Mexico, are compounded by the present inequitable method of distributing school funds, the NMEA-NEA committee discovered during its week-long study in early September.

The present distribution formula does not recognize all the facilities and services needed for a good educational program, the committee said. So no school district has enough money although some are in much worse shape than others, thanks to the inequities of the distribution plan.

(More)

A weighted formula, it doles out funds in unequal shares, primarily because it is based "on the illogical assumption that the larger a school becomes, the more efficent it becomes," the committee said. The formula does not even consider the differences in school districts of similar size or the magnitude of their jobs, nor does it provide adequate compensation for the lack of local resources in impoverished areas of the state.

This special financial allowance for small schools rewards inefficiency and encourages their existence, the committee charged. It also promotes increased state control of education and gives few rewards for local effort, the report says.

The joint committee recommends that this formula be replaced by a new three-phase program: 1) a basic school program financed by both state and local resources, 2) an educational improvement program in which the state and local school districts participate in accordance with each district's need for state aid to supplement the basic program--to compensate for the lack of resources in the poor districts, and 3) a special needs program financed by the state for necessities which require "extraordinary costs."

The committee also found that there is no unified and effective group speaking for education in New Mexico--a cause of failure and confusion in the state legislature. It suggests that the State Board of Education become the leading voice for education and that the financial authority for education be transferred from the governor's office to the State Department of Education.

The report also makes these recommendations:

State control of education should be decreased by removing "oppressive controls," such as the 20-mill tax limit, from local boards.

School districts should be consolidated administratively and geographically to eliminate the inefficiences and inequities that have been caused by the gerrymandering of school district boundaries.

(More)

The state legislature should reverse its recent trend of giving public schools a lessening percentage of the total state budget--a recognition of the relative importance of education.

All districts should develop long-range building programs to meet the critical problem of replacing unsatisfactory buildings and facilities.

The groups most directly concerned with the problems of education should enter into written professional agreements--an avenue for reasonable and more effective solutions.

# # #

12/8/67

MEMBERS OF THE JOINT SPECIAL COMMITTEE
for the
NEW MEXICO SCHOOL FINANCE STUDY

Appointed by National Education Association

Finis Engleman, Chairman	Former Executive Secretary, American Association of School Administrators, Pitman, New Jersey
Mrs. Mabel Mitchell, Co-Chairman	Classroom Teacher, Boulder City, Nevada; Chairman, PR&R Commission
William Guardia	Classroom Teacher, San Antonio, Texas
Roger Williams	Classroom Teacher, Valparaiso, Indiana

Appointed by New Mexico Education Association

Pat Chavez	Classroom Teacher, Raton, New Mexico
Floyd F. Darrow	School Board Member, Albuquerque, New Mexico
Leonard Gordon	Parent-Teacher Association Officer, Gallup, New Mexico
Mrs. Edith Manfredi	Classroom Teacher, Albuquerque, New Mexico
Warren Neil	Superintendent of Schools, Tucumcari, New Mexico

Technical Specialists

Victor Hornbostel	Professor of Education, Bowling Green State University, Bowling Green, Ohio
James Whitlock	Associate Director, Division of Surveys and Field Services, George Peabody College for Teachers, Nashville, Tennessee

(More)

Staff Assistants

Miss Virginia Kinnaird, former Associate Executive Secretary, NEA PR&R Commission
Darrell Renstrom, Legal Counsel, NEA PR&R Commission
Mrs. Dorothy C. Massie, Technical Writer, NEA PR&R Commission
James W. Green, Executive Secretary, New Mexico Education Association
J. A. Gandert, Jr., Assistant Executive Secretary, New Mexico Education Association
John C. Miller, Field Representative, New Mexico Education Association

# # #

12/8/67

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FOR IMMEDIATE RELEASE

John Cox Named Special Assistant
To NEA's Executive Secretary

Washington, D. C., Dec. 7 --John F. Cox, an assistant director of the National Education Association's Division of Press, Radio, and Television Relations, has been appointed a special assistant to the NEA's Executive Secretary Sam M. Lambert.

A member of the NEA's headquarters staff since 1959, Cox, 36, has been responsible for the NEA's radio and television news service and other broadcast materials. During the past year, however, he has been working on special assignments, centered mostly on urban problems.

NEA films under Cox's supervision have been honored at several national and international film festivals. He is co-author of a book, "Television in the Public Interest."

Cox graduated from the University of Notre Dame in 1953 with an A. B. degree in journalism and has done graduate work at Ohio State University. In 1952, he joined WBNS-TV, Columbus, Ohio, and was public service director there before coming to the NEA.

Cox is married and has four daughters and lives in Arlington, Va.

# # #

12/7/67

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FOR IMMEDIATE RELEASE

Briefs from the NEA Journal

'Write About What's Bugging You',
Novelist Urges Watts' Students

The tumult and the shouting finally died at Watts, leaving burned out buildings, smashed windows, and smouldering hatred. But out of this wreckage a spark of creativity was touched off, and some found human dignity through the very hatred that drove them to destruction.

Following the Watts riots, author and screenwriter Budd Schulberg and a handful of concerned teachers went to the stricken area, talked to the young people and urged them to spell out their hatred in words and on paper. The small miracle that happened is described in the December issue of the NEA Journal, official publication of the National Education Association.

Maintaining that "the country is full of organization men who spell and punctuate beautifully but have nothing to say," Schulberg and his associates ignored the dangling participles and encouraged the youngsters to write about their hatreds. "Write about what's bugging you. Let it all come out. Tell it like it is...Write a hell of a piece and you may find a hearing, an audience beyond your imaginations," he told them. And they did just that. As a result a "tenth-grade dropout is writing poetry for a magazine that circulates in the very school where he failed in English. A young man working as a janitor for a bar has written a novel."

(More)

The experiment suggests to Schulberg that what has happened in Watts may be a clue to what could be done in the schools for other culturally and economically deprived youngsters. "We need to stop measuring school success by the ability of the student to play the game, to conform, to absorb everything without regard to his particular talents or preferences," Schulberg observes.

As it happened in Watts, Schulberg concludes, "I believe it could happen in the public schools, if they could open their windows to the raw winds of creative activity."

# # #

Opinions By Educators Vary
On Student Discipline

How many educators have shuddered at the ominous warning, "Don't mess with me, teacher! Just touch me and I'll break your neck."? Is student rebellion on the increase? How can it be handled?

Opinions differ on this vital question, and three educators express their opinions in the December issue of the NEA Journal, official publication of the National Education Association.

Joel Marcus, a health teacher and assistant boys' vice-principal at Thomas Jefferson High School in Los Angeles, maintains that disciplinary problems are not necessarily increasing. Contending that youngsters today do not accept every teacher's word as law--if in fact they ever did--Marcus insists that hostility and hatred in a child is a problem that should be worked out among teachers, administrators, and the troubled child. In his own school he organized a student committee made up of natural leaders--not necessarily academically superior--who policed their own ranks. Working with this committee, Marcus concludes that "this sharing of responsibility for classroom discipline has paid off for everyone in the class--including the teacher."

Martha Richardson, a fourth grade teacher at Glenn Elementary School in Nashville, Tenn., disagrees with Marcus and contends that discipline problems are on the rise. She says that as middle class schools are rapidly taking on the education of economically and culturally deprived children, middle class teachers are less able to cope with children with whom they have little rapport. Her argument stresses the communication gap between teachers and children who come from widely different backgrounds, and urges that teachers have a duty to themselves as well as their students, to make themselves aware of these differences. "We, as teachers, must lead children to see themselves and others as worthwhile and important human beings," Mrs. Richardson charges.

A no-nonsense point of view on the handling of disciplinary problems is offered by Jenny Gray, a reading teacher at Norte del Rio High School in Sacramento, Calif. "The man who said there were no bad boys was seeing through a glass darkly," Mrs. Gray begins, observing that there is hardly a teacher in a high school today who has not been intimidated or even terrified by the specter of the leather-jacketed, knife-fingering, pseudo-hood slouched in her classroom.

"When disadvantaged youngsters enter the middle-class world of the school they frequently encounter either hostility or bleeding-heart pampering," she charges. Neither reaction helps the student, much less the teacher. A teacher's main job is to teach, not to solve all the problems of every child in his class, in her opinion. In the meantime she suggests that the teacher take advantage of the two-way intercom system used in many schools today, and if all else fails call for help. Mrs. Gray's comments are from her new book, "The Teacher's Survival Guide: How to Teach Teen-agers and Live to Tell About It."

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Out of the mouths of babes comes some of the richest humor, the most creative imagination, and deepest wisdom known to man. Harold Dunn, music teacher at Ballwin and Westridge Elementary Schools, Ballwin (Missouri), adds his collection of youthful interpretations of the holiday seasons (Thanksgiving, Christmas and New Years), gathered over a period of 12 years teaching in elementary schools. Some of the best are included in the December issue of the NEA Journal, official publication of the National Education Association. Here are some examples:

- "Thanksgiving is the day set aside for everybody to be happy. Oh. Except turkeys."
- "The Indians finally grew to like the Pilgrims. The way they grew to like them was scalloped."
- "Mistletoe means watch out for slobry girls."
- "Pine trees are not the only Christmas trees. Christmas grows on many kinds of trees."
- "Santa Claus was born in the family branch of the Christmas tree."
- "I only made one New Year's resolution. I resolved to always finish everything I start because (By way of explanation he told his teacher the bell had rung at an awkward moment.)
- "Christmas just barely sneaks in the nick of time before every New Year. We try to hurry it up along about Halloween."
- "I observed New Years Day last year. What I observed was that New Year's Day comes quite late in the night."

Concluding his collection of childish whimsy, the author adds a final youngster's definition of New Years:

- "Another good reason for New Year's Eve is to tell the year to get ready to end. When a year or anything else gets to an ending place, it should know enough to stop there and end."

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Before the trauma of accepting, much less learning, the "new Math" wears off, today's young people may have to learn to live with such mind-boggling terms as "narcopedagogy" and "subliminal perception" as learning devices for the children of the 1980's.

Judging by the nation's rate of population growth--more than 100 percent since 1900--and the mighty strides taken in education, both financial and in terms of curriculum, many educators are looking into the future and predicting some startling changes that may take place before the year 2000. Some of their views are contained in the December issue of the NEA Journal, official publication of the National Education Association.

With the introduction of computer technology and the entry of big business into the education profession, William D. Hedges, curriculum coordinator of the Clayton (Missouri) School District, conceives that "we may someday see the home formally assuming the student's intellectual education, with the school becoming primarily a center for socialization," thereby reversing the two roles as they are now performed. Outstanding teachers in the past have had an intuitive understanding of their students' psychological needs, but tomorrow's teacher may get special grooming in this field along with diagnostic training to enable him to give each individual child the attention he needs and wants, Hedges predicts.

Fred T. Wilhelms, associate secretary of the NEA National Association of Secondary-School Principals, sees a greater focus of attention and expansion of the vocational training schools in the future. Courses in citizenship will be revised, brought up to date, and related to the real world of tomorrow's children. Though there has been some effort in this field, Wilhelms says, "there is yet to emerge a compelling program with the smell of sweat and hot asphalt pavement."

(More)

Humanity will be the keyword of tomorrow's educational system, Wilhelms feels. Despite the increased use of machines, or perhaps because of them, teachers will give more individual time to the students, and less time to facts. "We shall have to reach beyond the aesthetics of art, music, and literature to incorporate behavioral sciences like psychology and social anthropology and perhaps much from history," he concludes.

12/4/67

12/6/67

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FOR IMMEDIATE RELEASE

Gary Watts To Head Field and Urban Services;
Harvey Zorbaugh Named To New England Office

Washington, D. C., Dec. 6--Gary D. Watts, special assistant to the executive secretary of the National Education Association, has been named director of the newly established Division of Field and Urban Services.

Action on Dr. Watts' appointment came at the same time that the NEA's Executive Committee approved a reorganization plan that merged the Division of Urban Services with the Division of Field Services.

In similar committee action, Harvey Zorbaugh was named the new NEA regional field representative for New England.

Dr. Watts, who was named special assistant to the executive secretary in September, will begin his new duties on December 11. Thomas J. McLernon, who had been named director of the Division of Field Services, requested to be relieved of the appointment for personal reasons. McLernon will remain in Trenton, N. J., as NEA's East Coast regional representative.

Dr. Watts, 30, was associate director of research for the New Jersey Education Association in 1964-65 before joining the NEA's headquarters staff. His first assignment at NEA was national field representative. He received his Ph. D. from Ohio University in 1964.

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A native of Utah, Dr. Watts was a social studies and English teacher in the Granite Public Schools, Salt Lake County, Utah, 1959-62. He was a Fellow in Education at Ohio University's Center for Educational Research and Service, 1962-64, and in the summer of 1964 he taught secondary education curriculum and methods courses there.

Zorbaugh was formerly the NEA's urban representative in the Trenton, N. J., office. He replaces John Sullivan, who is assistant executive secretary for Information Services.

Born in Greenwich Village in New York City, Zorbaugh, 37, was a junior high school social studies teacher in the Garden City, L. I., Public Schools from 1956 to 1963. In 1963, he was appointed the NEA urban services representative for Long Island. He holds an M. A. in teaching and social studies from Teachers College, Columbia University.

# # #

12/6/67

12/6/67

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Beatrice M. Gudridge

FOR RELEASE: PM PAPERS
Tuesday, December 5, 1967

Educational Policies Commission
To Cease Operations June 1968

WASHINGTON, D. C., December 5 - - The Educational Policies Commission, set up 33 years ago to perform a special service for public education, will cease operations as of June 30, 1968, according to a joint announcement today by its sponsors, the National Education Association (NEA) and the American Association of School Administrators (AASA).

The unanimous action to dissolve the EPC, an autonomous deliberative agency charged with studying long range educational problems, was taken by the full Executive Committees of NEA and AASA which met together and separately on the matter here last week.

(NEA represents more than one million members of the education profession; AASA represents some 18,000 school administrators.)

In a letter notifying EPC's 16 members and staff of the decision, NEA President Braulio Alonso and AASA President William H. Curtis stressed the significant and unique contributions of EPC to public thinking on education over the years.

They pointed out, however, that rapidly changing times call for changing organizational responses, and more flexibility in dealing with urgent problems.

Amplifying this point, President Alonso noted that the trend nowadays is to utilize the short term ad hoc committee or task force which mobilizes appropriate talent and knowledge on a specific problem.

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"Today's educational problems are so complex," he said, "we need to move swiftly and effectively, with all the flexibility we can muster. The ad hoc agency, rather than a continuing body like EPC, seems to be the logical operational unit the times demand."

AASA President Curtis offered another insight on the sponsors' decision to dissolve EPC.

"Nowadays," he said, "there are many other agencies - - within our own professional organizations, in the foundations, the government, and the universities - - which are engaging in the kind of long-range analysis and mobilization of opinion on public education issues which used to be the unique preserve of EPC.

"I regard EPC's distinguished and useful history as a prime successful example of NEA/AASA cooperation. We look forward to other cooperative ventures - - but in organizational patterns more in tune with the times."

Established in 1935 to prepare and publish long-range recommendations on education issues, EPC has issued reports in the past 10 years on the federal government's role in financing education, early childhood education, post high school education, the search for equal opportunity, and the primary purpose of education, among others.

Stephen J. Wright of New York City is currently EPC's chairman. James E. Russell of Washington, D. C. is secretary.

# # #

12/5/67

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

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December 1, 1967

MEMORANDUM TO: Editors and Broadcasters

The New Orleans Political Citizenship Clinic scheduled for December 8-10 is expected to draw some 250 teachers from the Southeast and Southwest regions of the United States for a three-day workshop on effective political techniques under general sponsorship of the National Education Association.

We attach an advance news release which contains more details about the Clinic (11th in a series) and a listing of those teachers from your state who are expected to take part.

You are cordially invited to cover all sessions of the Clinic. If you are unable to cover in person, please let us know if we can be of service in providing interviews, manuscripts of major speeches, special features, photographs, etc.

Our press office will be located in Rooms 257-259 in the Jung Hotel, New Orleans, and you can reach me at the hotel from December 7-10. We look forward to hearing from you.

Cordially yours,

Beatrice M Gudridge

Beatrice M. Gudridge
Associate Director
Division of Press, Radio, and Television Relations

Enclosures

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FOR IMMEDIATE RELEASE

Southern Teachers Convene in New Orleans
To Sharpen Political Skills at NEA Clinic

WASHINGTON, D.C., Dec. 1--What teachers don't know about politics can hurt them -- and the whole educational enterprise.

This is the thinking behind the New Orleans Political Citizenship Clinic to be held December 8-10 by the National Education Association (NEA) and its affiliates in the South.

Cooperating in sponsorship of the clinic which is expected to draw some 250 southern teachers to New Orleans will be the state associations of Alabama, Florida, Georgia, Louisiana, Mississippi, North Carolina, Oklahoma and Tennessee.

In addition, representatives of local teacher groups in Arkansas, South Carolina, Texas, and Virginia are expected to join in the three-day workshop on effective political action techniques.

NEA units involved in the clinic under leadership of the Citizenship Committee include the Office of Field Operations and Urban Services, the Association for Classroom Teachers (ACT), the Committee on Civil and Human Rights of Educators, and the Division of Press, Radio, and Television Relations.

National chairman for the clinic is Bob C. Lees, high school music teacher from Tulsa, Okla., chairman of the NEA Citizenship Committee. Local co-chairmen are Allen Coleman and Leola Melton Williams of the New Orleans Parish units of the Louisiana Teachers Association (LTA) and the Louisiana Education Association (LEA), who are directing a force of 50 New Orleans teachers in making local arrangements for the clinic.

(more)

The proposal that a Political Clinic be specially designed to equip southern teachers with more effective political techniques for tackling problems crucial to their region came from former members of the American Teachers Association, now merged with NEA. Prior to the merger in 1966, ATA had held an annual Citizenship Conference for its members.

The "political clinic" idea stressing teacher political activism as a potent force to improve education made its debut in Cleveland, Ohio, three years ago. Since that time, the NEA Citizenship Committee in concert with state and local affiliates of NEA has held 11 clinics in various parts of the country.

The New Orleans clinic through speakers, workshop sessions, shared ideas, will probe such questions as these:

How can the local teacher association deal with members' political apathy? What are some essential elements in a campaign to elect the candidate of the teachers' choice? How can local teacher groups arrive at consensus on political issues or candidates? How can teachers actively participate in politics and still carry on their teaching duties in an ethical and professional manner? What about partisanship for teachers? How can teachers work with existing party machinery and community power structure?

Major clinic speakers will include the four top elected officers of NEA and ACT: President Braulio Alonso of Tampa, Fla., who will make the final address of the session on Sunday; President-Elect Elizabeth D. Koontz of Salisbury, N.C., who will speak on "And What About 1968?" at the luncheon session Saturday; Immediate Past-President Irvamae Applegate of St. Cloud, Minn., who will open the clinic with a keynote address at 2 p.m. Friday; and ACT President Ruth Trigg of Barrington, Ill., who will lead a Friday afternoon discussion group.

Also taking prominent roles in the clinic will be two southern members of the NEA Executive Committee: Mrs. Thelma Davis, classroom teacher of Griffin, Ga.; and Mrs. Helen Bain, classroom teacher from Nashville, Tenn.

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Louisiana representatives on hand will include LEA President Alphonse Jackson, Jr., of Shreveport and Executive Secretary J. K. Haynes of Baton Rouge; LTA President Mildred McCormick of Shreveport and Executive Secretary Horace C. Robinson of Baton Rouge; Felton Brown, president of the LTA New Orleans Parish unit; and Warren White, president of the LEA New Orleans Parish unit.

At the Friday evening banquet session entitled "Leveling with Teachers," two Georgia state legislators will express points of view of the professional politician in a debate on such questions as: Who pulls the strings? Who pays the bills? Who wants teachers anyway?

They are Representative Rodney Cook, a Republican; and Senator Leroy R. Johnson, a Democrat. Participants at the banquet will be welcomed to New Orleans by Carl J. Dolce, superintendent of the New Orleans Parish Schools.

Other speakers at the Friday afternoon session will be C. Spencer Pompey, high school assistant principal of West Palm Beach, Fla.; Marguerite Jenkins, junior college professor of Meridian, Miss.; Russell Constanza of New Orleans; Mrs. Davis, Mrs. Dorothy Duvalt, classroom teacher of Pensacola, Fla; Wayman Grant, principal, Mobile, Ala.; C. A. Johnson, executive secretary, Mississippi Education Association; Harry Wilson, classroom teacher of Denton, Tex.; and the following NEA staff members: J.Rupert Picott, national field representative; and Lawrence Billups of ACT.

"How-to-do-it" presentations on Saturday will be given by Oather Raynes, classroom teacher of Dallas, Tex.; Mrs. Martha Dell Sanders, classroom teacher, Paducah, Ky.; Paul Vennari, classroom teacher of Beckley, W. Va.; R. J. Martin, principal from Macon, Ga.; Mrs. Mary Anderson, classroom teacher, Nashville, Tenn., who is a member of the Tennessee Senate; Mrs. Louise Alford, classroom teacher of Clearwater, Fla.,and member of the NEA Citizenship Committee; G.W. Brooks of Clarksville, Tenn.; Felix Robb, director, Southern Association of Colleges and Schools, Atlanta, Ga., and member of the NEA Citizenship Committee; Mack Spears, professor of education, Dillard College at New Orleans; and two NEA staff members, Allan M. West, assistant executive secretary for Field Operations and Urban Services, and Hiram Graham of ACT.

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Workshop sessions which follow on Saturday will be led by Mrs. Anderson, Mrs. Bain, Joseph W. Goss, executive secretary, Metropolitan Nashville Education Association; Hugh Ingram, director of legal and personnel relations, Florida Education Association; Mr. Robinson, and the following NEA staff members: John W. Lawton, field representative, Southeast Regional Office at Atlanta, Ga.; James P. Thurston, salary consultant with Professional Development and Welfare; and George W. Jones, professional assistant in the Division of Urban Services. Robert T. Krueger, high school teacher from Kearns, Utah, and member of the NEA Citizenship Committee will lead a wind-up general discussion late Saturday afternoon.

# # # #

12/1/67

NEWS from the National Education Association
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Mel Hayes

FOR P.M. RELEASE
Friday, December 1, 1967

NEA Study of Kansas Public Schools
Reveals Serious Financial Problems

WASHINGTON, D. C., Dec. 1--Kansas public schools are in a critical financial situation, a special committee of the National Education Association says in its report, released in Topeka today.

The financial plight is partly reflected in meager and outdated equipment, inadequate buildings, and outmoded instructional programs. After touring some of the schools, the committee "had the feeling of having come through an educational time zone set back many years."

Even so, the committee's concern with present schools and programs is at least no greater than its concern with the direction Kansas schools are headed, the report indicates.

The committee emphasizes that it did not find any schools with really "deplorable conditions." A few, in fact, were outstanding. On the other hand, the committee did not find as many of these "shining lighthouses as might be expected in a state as richly endowed with physical and human resources as Kansas."

Most schools are not yet geared up to "meet the demands of a rapidly changing and mobile environment." In some vital respects, Kansas schools have been gradually slipping in relation to those in other states.

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Kansas has, for example, consistently been slightly above the national average since 1960 in the proportion of its income spent on the public schools. But it has lost ground since 1940 and 1950, when it was considerably above the national average.

It was such serious and far-reaching facts and trends that prompted the Kansas State Teachers Association last March to request the study by a special committee of its parent organization, the NEA, according to Melvin E. Neely, executive secretary of KSTA. The committee included four Kansas educators and five from other states. William P. McLure, director of the Bureau of Educational Research at the University of Illinois, was committee chairman, and Richard B. Kennan, executive secretary of NEA's Professional Rights and Responsibilities Commission, was coordinator.

Pointed out frequently in the report are the lack of adequate and equitable state school aid, the problems growing out of an unusual state ceiling on local spending for education, the complications of recent school reorganization--and the need for still more consolidation, the lack of sufficient and suitable equipment and housing, and the dearth of innovative school programs.

A major cause of the school financial situation, the report asserts, is the controversial state law that allows a local school district to increase its operating expenses only four per cent more than its per pupil budget of the previous year, except in a few specified situations.

Current costs of education in the United States rose 9.5 per cent per year from 1955-56 to 1965-66, compared with 7.9 per cent in the Sunflower State. The four per cent limitation, an "arbitrary and capricious" regulation which curbs responsible local leadership, "forecasts a continual decline for Kansas public schools as compared with the national trend."

The national average of current operating expenditures, exclusive of transportation, was $12,650 per classroom last school year. For Kansas it was only $9,070.

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With the four per cent lid on local school spending, the gap in average instructional salaries between Kansas and many other states will continue--and likely with dire results, the committee warns, noting that good teachers and other school personnel must be acquired in a competitive market. Kansas salaries were $382 less than the national average in 1950, $623 less in 1960, $758 in 1965, $829 in 1966, and $849 in 1967.

A renaissance in the provision of modern school buildings is also needed, the educators point out. Since there is a wide range of local taxing ability, an adequate foundation program of state and local support for these and other capital facilities should be instituted.

The committee asserts that the general state foundation program in Kansas fails to provide an equalized base of school support, and is extremely inadequate for the poorest districts.

Since the state has provided less than a third of the total support for schools from state taxes, it is "no surprise" that the schools are in financial trouble, the report says.

Heavy dependence on the property tax for school support (62 per cent in 1966-67) is pointed out as another unfavorable element in the Kansas financing situation.

Many Kansas school districts are struggling in the wake of recent district reorganization. Considerable consolidation still is needed, the committee adds. Although low teacher-pupil ratios are generally advantageous, the smaller Kansas districts have such low ratios as to be educationally and economically undesirable.

One valuable result of further consolidation, the report notes, could be an increase in specialized programs and staff which might be provided with reasonable economy in larger districts.

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The committee found few kindergartens in the more sparsely populated areas. Most regular school programs in the state were geared to college-bound students. Continuing education for adults, health services of a diagnostic nature, and school nursing services generally were inadequate.

Some state-level financial relief may lie immediately ahead. The committee notes that Kansas school leaders have charged the 1967 Legislature with "resting on the laurels" won by the 1965 session and with postponing most educational legislation until the 1968 session. The Legislature will meet again in January.

# # #

December 1, 1967

Special Committee
for
Kansas School Investigation

William P. McLure, Chairman	Director, Bureau of Educational Research, University of Illinois
Hudson L. Barksdale	Teacher, Spartanburg, S. C.; member, NEA PR&R Commission and South Carolina Council on Teacher Education
Herbert Bruning	Assistant Superintendent, Shawnee Mission High School District, Shawnee Mission, Kan.
Wallace Good	Division of Teacher Education, Kansas State Teachers College, Emporia.
Lowell Hetzell	Second Vice President, West Virginia School Boards Association, Bakerton, W. Va.; Official, Martin Marietta Corp.
Barbara Keating	Primary Consultant, Wichita Public Schools, Wichita, Kan.
Jean Morton	Assistant Executive Secretary and Director of Public Relations and Communications, Metropolitan Nashville Education Association, Nashville, Tenn.
Gary Reul	President, Department of Classroom Teachers, Washington Education Association, and junior high school teacher, Bothell, Wash.
Vance Williams	Vice Principal, Topeka High School, Topeka, Kan.

<u>Staff Assistants to the Special Committee</u>

Richard B. Kennan, Coordinator	Executive Secretary, PR&R Commission
John R. Grinnell	Legal Counsel, PR&R
Janet E. Pansing	Technical Writer, PR&R

# # #

11/24/67

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FOR IMMEDIATE RELEASE

Schools Developing Programs
To Stem Tide of Young Smokers

WASHINGTON, D. C., Nov. 24--Some time today, about 4,500 young people will smoke their first cigarette, if this is an average day.

Within the next 12 months, an estimated one and one-half million youngsters will take up smoking, assuming the present trend continues.

Since they start smoking earlier than their parents did--if, indeed, their parents did--the children's chances of serious illness or death at an early age are greater than were their parents'. Some boys and girls take their first puffs as early as 10 years of age, many start the habit in junior high. By the time they graduate from high school, half the teen-agers are smoking.

These jarring facts provide the setting in a new publication, "Classroom-Tested Techniques for Teaching About Smoking," just published by the National Education Association.

The publication was produced cooperatively by the Project on Smoking and Health, which was launched earlier this year by the American Association for Health, Physical Education, and Recreation; the National Education Association; and the National Clearinghouse for Smoking and Health, U. S. Public Health Service.

"Smokers are 1,000 percent more likely to die of lung cancer; 500 percent more likely to die of bronchitis or emphysema; 70 percent more likely to die of coronary heart disease," says the brochure, referring to a report of the Advisory Committee to the Surgeon General. "People who smoke have more chronic illness,

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lose more time from work, and spend more time sick in bed than those who have never smoked."

"To put it bluntly," the booklet warns, "what has previously been considered a minor indulgence is now known to be a major cause of disease and death."

But such statements, startling to many adults, do not necessarily jolt youngsters.

"Young people have little sense of their own mortality," the booklet emphasizes. "Death happens to other people. Indeed, when you're 15 or 16 years old, the idea of being 30, 40, or 50 has little reality."

If classroom teaching, then, is to be an effective way to prevent children from starting to "light up," it cannot be confined to mere recital of the injurious effects of smoking.

A starting point for a classroom program, the booklet indicates, is the teacher's understanding of why young people start smoking and what it means to them. Among the reasons they may begin smoking, it suggests, are to seek acceptance from their crowd, to relieve embarrassment by having something to do with the hands, to defy authority, to appear glamorous, and to imitate adults as seen at home or in advertisements.

The booklet describes several classroom programs which "have been particularly successful in arousing students' enthusiasm to learn about smoking and involving them in projects more likely to promote behavioral and attitudinal change."

In Sharonville, Ohio, for example, eight outstanding students from the senior high health class in Princeton City School District were chosen to present to sixth graders an educational program on smoking. About 650 pupils were involved. Emphasis was on the idea that "it is better not to start smoking than to try to kick the habit."

The program, presented during a 45-minute science period, "gave younger students an opportunity to see teen-agers as models for nonsmoking, rather than as glamorous and 'grown-up' smokers," the publication emphasizes.

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In the Denver, Colo., public schools, a unique breathing-lung exhibit developed by the University of Colorado School of Medicine provides a dramatic illustration of the effects of smoking on the human body. This presentation is combined with student discussion of the motives for smoking.

Also described are successful programs at Jamesville-DeWitt Middle School, Onondaga County, DeWitt, N. Y.; Mason Junior High School, Tacoma, Wash.; in Danville, Calif., schools; and in Wisconsin schools.

Copies of the booklet can be obtained from the National Clearinghouse on Smoking and Health, 4040 North Fairfax Drive, Arlington, Va. 22203.

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11/24/67

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Beatrice M. Gudridge

For Immediate Release

NEA Joins NHEA to Launch Investigation
Of Education Conditions in New Hampshire

WASHINGTON, D.C., Nov. 17--A full-scale investigation of educational conditions in the State of New Hampshire will begin January 7, according to an announcement today from the National Education Association.

The decision follows a preliminary inquiry Oct. 29-31 by a joint committee appointed by NEA and its affiliate, the New Hampshire Education Association, to determine the scope and seriousness of the state's educational problems -- particularly those relating to teacher shortages, teacher salaries, teacher certification practices and state support of the public schools.

The joint committee's recommendation that a full-scale joint investigation be undertaken as soon as possible was unanimously approved Nov. 8 by NHEA's Commission on Professional Rights and Responsibilities and on Nov. 13 by its national counterpart, the NEA Commission on Professional Rights and Responsibilities.

The 10-man investigation team, expected to be named by NEA and NHEA in the next two weeks, will include five persons from New Hampshire and five from out-of-state. According to Dr. Richard B. Kennan, executive secretary of the NEA PR&R Commission, they will be persons who have no personal interest in the outcome of the investigation and who are specialists in the fields under study. They will be assisted by staff members of the NEA PR&R Commission who will travel with the team to Concord for the on-the-scene probe.

The "on-site" part of such investigations, Dr. Kennan commented, which include interviews with experts, government officials, concerned citizens and educators, can usually be concluded in 3-5 days. Analysis of pertinent documents is another important aspect of the team's work, he said.

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The probe was sparked in August when NHEA's Assembly of Delegates representing 6,000 teachers voted to ask NEA to cooperate in conducting a thorough investigation of existing conditions in the state "arising from the pattern of organization and method of financing public school education."

The resolution pointed out that New Hampshire ranks 49th in the nation in state aid to public schools, and that it remains the only state in the nation without a "broad base tax" which could increase the state's financial support.

Other points made in the resolution were that the state is not training an adequate number of teachers and must recruit personnel from states "with whom our competitive position has markedly declined;" that the teacher shortage situation has continued to be met with issuance of substandard emergency permits; and that NHEA's efforts to correct the teacher shortage through state aid for teachers salaries and a $5200 minimum salary was defeated this year by Senate action.

The teachers' request was relayed to NEA and resulted in the preliminary joint inquiry in October which was conducted by Dr. Finis E. Engleman, former executive secretary of the American Association of School Administrators and former Connecticut Education Commissioner; Dr. Mark Shibles, dean of the College of Education, University of Maine, Orono; Dr. Richard H. Goodman, executive secretary, New England School Development Council, Cambridge, Mass.; and Muriel S. Kendrick, chairman, English department, Concord (N.H.) High School. The preliminary inquiry team was assisted by Darrell G. Renstrom, legal counsel to the NEA PR&R Commission; and Robert G. Lewis, executive secretary, NHEA.

11/17/67

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(NOTE: This announcement is being released simultaneously in Washington, D. C., and Atlanta, Ga.)

For Release to P. M. Papers
Friday, Nov. 3, 1967

Committee Selected by the NEA
To Examine DeKalb County Schools

WASHINGTON, D. C., Nov. 3--The National Education Association today announced the selection of seven outstanding educators to investigate the public schools of DeKalb County, Ga., starting Sunday, Nov. 5.

The carefully chosen committee includes persons who have had experience in elementary, high school, and college teaching; as school and college administrators; as top officers in national, state, and local education associations; and as school board members. Some have held educational positions overseas. They represent seven different states. None is from Georgia.

Heading the special committee is Earl C. Funderburk, superintendent of schools for Fairfax County, Virginia. Almost 108,000 pupils are enrolled in the county's schools. He formerly was superintendent of schools in Wilmington, Asheville, and Elizabeth City, N. C.

Other committee members are Henry M. Williams, an associate professor at Prairie View A&M College, Prairie View, Tex., and past president of the Texas Classroom Teachers Association; C. S. Robinson, executive secretary of the American Association of School Personnel Administrators, Kansas City, Mo., and previously an administrator in the Kansas City public schools almost 40 years; Alice Binger, experienced teacher in Hopkins, Minn.

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Also William Paul Lewis, head of the Department of Education and Psychology and director of the Graduate Division, Troy State College, Troy, Ala.; Joe P. Sullivan, teacher in Romeo Senior High School, Romeo, Mich., and immediate past president of the Michigan Department of Classroom Teachers; and Mrs. Roberta B. Tully, member of the Jefferson County Board of Education, Fern Creek, Ky., a suburb of Louisville.

The full-scale investigation in DeKalb County, which encompasses the eastern suburbs of Atlanta, was decided upon Oct. 6 by the NEA's Commission on Professional Rights and Responsibilities (PR&R) which is headed by Mrs. Mable M. Mitchell, a Boulder City, Nev., teacher. The Commission made the decision after studying the report on a preliminary inquiry made Sept. 26-28.

Dr. Sam M. Lambert, NEA executive secretary, said the preliminary inquiry "uncovered enough dissension, debate, and doubt focussed on the public school system to warrant a full-scale examination of the facts."

The Executive Board of the Georgia Education Association and the Board of Directors of the Georgia Department of Classroom Teachers have approved the full examination.

The investigation, which will center on school personnel practices, probably will continue for four or five days, Dr. Richard B. Kennan, executive secretary of the PR&R Commission, said. Darrell G. Renstrom, legal counsel of the PR&R Commission's Washington staff, will coordinate the investigation. He will be assisted by Donald L. Conrad, associate secretary for professional ethics, and Mrs. Dorothy C. Massie, technical writer.

The PR&R Commission, the successor to the NEA Defense Commission which was formed in 1941, has conducted many earlier investigations in all parts of the nation. Investigations are made, with the approval of state and local education associations, when the issues involved are of significance to the welfare of education and members of the teaching profession.

(more)

Although the major objectives of an investigation vary, they usually are (a) the development of public understanding concerning issues involved in the controversy, (b) correction of conditions which caused the turmoil, (c) assistance to individuals found to be unjustly treated, and (d) prevention of further damaging conflicts.

Dr. Kennan emphasized that members of investigative committees always are from outside the immediate locality and have no personal interest in the situation being investigated.

The committee usually interviews school personnel, members of the board of education, local government officials, members of the Parent-Teacher Association and other civic-minded groups, and other persons suggested by the principal parties to the controversy. Information given the committee in interviews is kept confidential.

A few of the investigations made during the last four years include--

- Wilcox County, Ala.: The committee made strong charges against school officials for unfair dismissal of Negro teachers and for "miserably inferior" schools for Negro children. The Alabama State Department of Education was scored along with county officials for disregard of tenure laws and for failure to shoulder fiscal responsibility for providing adequate and equitable public education in the county. The report of the complex investigation included the ingredients of five separate studies dealing with poverty, school finance, unfair dismissal procedures, and poor personnel policies, inadequate instructional supervision and materials, and a changing political and social order.
- Knoxville, Tenn.: Severe cutbacks of the 1966-67 school budget triggered the investigation. The report said, however, that "rising clearly above the financial difficulties is the remarkably callous indifference to the concept of public education shown by many elected city officials, the business

(more)

interests, and apparently much of the citizenry." Much of the blame was directed to the Mayor and City Council.

- Baltimore, Md.: The committee pointed to "an alarming trend of educational decay in the city's public schools--particularly among Negro students--brought on by decades of inadequate financial support. The failure to provide equal educational opportunities to children in all parts of the city was laid at the doorstep of the school administration which, the committee charged, responded to pressure and favored children whose "parents are college-oriented, articulate about their children's educational needs, and vocal in their demands."
- Detroit, Mich.: Economic and racial segregation were cited by the investigative committee as the underlying causes for the school system's ills. The system's major problems, the report said, were concentrated largely in the inner city. The committee found overcrowded classrooms, split sessions in many high schools, high rates of student dropout and truancy, excessive teacher turnover, and other problems.
- Kenosha, Wis.: The committee found considerable need for improvement of public relations. It reported a breakdown of communications on all levels and a subsequent lack of cooperative working relationships--between the schools and the community, the School Board and the City Council, the School Board and the Administration, and the Administration and the teachers.
- Utah: A state-wide study of school conditions became the basis for national sanctions against the State of Utah by the NEA. Later, sanctions were invoked against Oklahoma. In both cases, sanctions were lifted after the Legislatures took steps to improve education significantly.

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- Florida: A study by an NEA special committee led to sanctions against Governor Claude Kirk and his backers in the Legislature earlier this year. The sanctions were suspended Oct. 18 when the Governor agreed to call a special legislative session on education and ordered his Quality Commission on Education to accelerate its report.

NEA investigations have also been made during the 1960's in Erie, Pa.; Sewanhaka, N. Y.; Ft. Wayne, Ind.; South Dakota (statewide); Manchester, N. H.; Idaho (statewide); Rio Arriba, N. M.; Conway, Ark.; Warwick, R. I.; Leavenworth, Kan.; and a number of other places.

After an investigation, the NEA and its state and local affiliates that are involved watch the situation closely to make sure that improvement is made. In some cases sanctions have been necessary. These may include public censure, notification to educational and placement agencies and members of the profession of unsatisfactory conditions for professional service, withholding of contracts, and assistance in relocation of teachers to other states and localities.

However, the NEA always uses sanctions only as a final necessary step. The sanctions normally are preceded by mediation, fact-finding, arbitration, and political action, such as campaigns to convince citizens to support the public schools. Most impasses have been resolved short of the use of sanctions.

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11/1/67

NOTE TO EDITORS AND WRITERS: Attached is additional biographical data on members of the special investigative committee.

10-31-67

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For Further Information:
Robin Dorr

FOR IMMEDIATE RELEASE

NEA Publishes Annotated List of 205
Outstanding Schools Here and Abroad

WASHINGTON, D. C.--Unique in the history of education is the publication of an annotated list of 205 carefully selected schools and school systems located here and abroad that are using outstanding and imaginative educational methods. The book is the work of the National Commission on Teacher Education and Professional Standards (NCTEPS).

"We are not contending that the numerous educational ills that plague our schools can be cured by an all-purpose pill," says Dr. Don Davies, executive secretary of NCTEPS, a commission of the National Education Association. "We know that the complaints in one school may be cured by a couple of aspirins, but another school may require massive surgery in order to become an effective and dynamic community designed to bring the best educational techniques to all of our children and adults," Davies stresses.

The publication, "The Teacher and His Staff : Selected Demonstration Centers," produced in collaboration with the 3M Education Press, Visual Products Division, is an outgrowth of a concentrated effort on the part of NCTEPS for over a year, to locate outstanding schools and systems that apply one or more innovative teacher or curriculum aids. The project, known as the Year of the Non-Conference, and under the direction of Dr. James L. Olivero, covered schools in 50 states, Japan, Canada, and Guatemala. The annotated list briefly describes the school's or school system's specific type of program and gives the address of the school, size of the enrollment, and the name of the school's contact.

(More)

"The 205 demonstration centers represent a fair cross-section of the American school system," Olivero observes. "We have selected school systems with enrollments of as low as 46 to as high as 113,000. We have covered kindergarten through college levels, teacher education and graduate courses, vocational classes, programs for the physically and mentally handicapped, and systems designed to fit the educational needs of rural, urban, suburban, affluent, deprived, public, parochial, American and foreign-born children and adults," he explained.

To many outside of the teaching profession, the school crisis may conveniently be blamed on badly trained teachers or dilapidated school buildings, Olivero says. These excuses may have applied 100 years ago in the one-room school presided over by a single teacher.

But today' schools, he continues, are as multi-faceted and complicated as big business and industry. Some are as fully staffed by professional and nonprofessional personnel as any growing corporation, and frequently utilize computers and technological devices as complex as any top secret research analysis organization. Along with the knowledge explosion, he points out, there has been an explosion of devices, methodologies, educational and non-educational specialists, curriculum techniques and a seemingly endless assortment of innovations. Comparing the needs of today's educational system to that of schools a hundred years ago is like comparing open heart surgery to a mustard plaster.

This multiplicity of problems, needs, and solutions is graphically pointed out in the publication's program index. The seven-page index lists programs involving everything from ability grouping to work education plans. In addition to programs covering nearly all academic and vocational courses, the index lists schools or systems which are successfully experimenting with audiovisual aids, grading, individualized instruction, parent-community involvement, research libraries, staff development projects, teacher education, and a wide variety of teacher aides.

(More)

"We can no longer think of education as limited to grade and high schools, and perhaps college," Olivero stresses. "We know that education starts at birth and continues until death. It must be available to all human beings, whether young or old, rich or poor, mentally or physically fit or handicapped. Throughout the nation there are courageous and imaginative educators and administrators who are trying to fit educational systems to the needs of our entire citizenry. It is our hope that this list will be available to every educator in the nation so that all of our schools can eventually adopt some of these tested and successful programs."

# # #

Copies of "The Teacher and His Staff : Selected Demonstration Centers" may be purchased for $5 a copy. Purchase orders should be directed to the National Commission on Teacher Education and Professional Standards, National Education Association, 1201 16th Street N. W., Washington, D. C. 20036.

# # #

Note to Writers and Editors: A list of the "Selected Demonstration Centers," arranged by states, may be obtained from the Division of Press, Radio, and Television Relations, National Education Association, 1201 16th Street N. W., Washington, D. C. 20036. (Phone: 202-223-9400, ext. 284)

# # #

10/31/67

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For Release to P.M. Papers
October 31, 1967

Schools Skimping on Printed Materials
While Eyeing Promises of Technology

WASHINGTON, D. C., Oct. 31--School expenditures for printed materials are "grossly inadequate," partly because of the exciting prospects of electronic technology, a report published by the National Education Association discloses.

The publication, prepared by the Joint Committee of the NEA and the American Textbook Publishers Institute (ATPI), acknowledges the contribution or promise--sometimes spectacular--of language labs, opaque projectors, video-tape recorders, micro-image equipment, television, filmstrips, computers, and other products of science and engineering. But some educational technology, the report explains, is in the experimental stage, and the price tags of the "hardware" sometimes are too high even for wealthy school districts.

At any rate, there is "universal agreement that the textbook is the staple of education, the indispensable tool of teaching and learning," says the report. The nation's classrooms still are using printed instructional materials on a large scale.

"This situation may change in the 1970's," the Joint Committee concedes, "but until it does the attention of school authorities must not be diverted

(More)

from making adequate provision for the teaching and learning tools which are in use today and will be in use for many years ahead."

What is "adequate provision"? Fourteen dollars per year for each elementary pupil (grades 1-6) already enrolled, and $21 each for secondary students (grades 7-12), the report, "Guidelines for an Adequate Investment in Instructional Materials," suggests.

But new pupils are something else. An initial outlay of $42 is recommended for each new elementary pupil and $63 for each new secondary student.

Present annual expenditures for printed materials, a survey of one thousand districts by the NEA-ATPI Joint Committee revealed, is a median of $6.60 for elementary pupils and $9.50 for secondary students, with both new and continuing students included.

The amounts recommended by the Joint Committee cover hardback textbooks, workbooks, programed books, paperbound supplementary books, and dictionaries. They also include films, filmstrips, and audio-visual materials when these are an integral part of texts.

Excluded from the figures are atlases, maps, globes, encyclopedias, classroom periodicals, manipulative materials, library books, and items usually administered by an instructional materials center. Additional funds must be budgeted for such necessary materials.

The "dollar guidelines" proposed in the report, the Joint Committee says, "reflect the expert judgment of leading educators; the practices of school systems having the good fortune to provide their pupils with the very best in education; and the aspirations of those school districts which recognize standards of excellence even though they may not be able to meet them as yet."

School districts, the report says, fail frequently in three respects in providing printed instructional materials: in acquiring materials

(More)

varied according to students' individual learning needs, in equipping each new student with a complete new kit of books and related items suited to his particular requirements, and in replacing obsolescent materials rapidly enough.

Replacement is much more than buying a new book when an old one wears out--in about three years, for the average hardcover.

"The strongest argument for replacement," the pamphlet explains, "is the child's need for learning resources that reflect the latest and best that scholars and educators have to offer."

Absence of written guidelines concerning expenditures for printed materials is a weakness with many school boards, the Joint Committee asserts. Another frequent weak point is the lack of systematic procedures for selecting the materials and failure to include teachers in the selection process. However, there is an unmistakable trend for more and more teachers to gain this important new responsibility through professional negotiations agreements with school boards.

In deciding upon an adequate expenditure for textbooks, one factor to keep in mind is the great cost of developing high quality books today, the report points out. It adds:

"Most textbooks are developed over a period of many months, or even years, as educator and scholar, artist and editor contribute their talents to the research, writing, illustrations, and validation of teaching methodology that are requisites of good textbooks. The preparation of a textbook, or textbook series, frequently requires an investment of a million or more dollars."

The report was prepared under the general direction of the cochairmen of the NEA-ATPI Joint Committee. They are Lemos L. Fulmer, dean of the

College of Education, Louisiana State University, who represents NEA, and Robert C. McNamara Jr., vice president of Scott, Foresman & Co., Glenview, Ill., representing ATPI.

# # #

10/31/67

NEWS from the National Education Association
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For Further Information:
Rose Marie Walker

FOR IMMEDIATE RELEASE

Briefs from the NEA Journal

New Trend in Special Education--
Handicapped Children in Regular Classes

WASHINGTON, D. C.--Some children cannot see, hear, walk or talk as well as their "normal" peers but hopefully they can all be educated in much the same way and in the same classroom.

Many educators now agree that a regular classroom may be the best place for a physically handicapped child to learn--at least for part of the day, reports the November issue of the NEA Journal. The official publication of the National Education Association says that this trend will probably mean a more normal life for the handicapped child and possibly a better education for his normal classmates.

The special problems of children with speech, vision and hearing defects, physical abnormalities caused by disease or birth and even asthmatic children are discussed in the latest NEA Journal by professionals from public schools, colleges, medicine and state government.

Most agree on these points:

--A proper classroom climate including understanding and acceptance as just "one of the gang" is very important to the emotional welfare of special children, particularly those who have been pampered at home.

--Handicapped children should be allowed to participate in normal school activities whenever possible and should be encouraged to be as independent as possible.

(More)

--The "whole child" should be considered, not just his physical impairment. For instance, a child with a speech defect should be praised for what he says, not for saying it without stuttering.

--Although a teacher should not set the special child apart or "show him off," he should understand fully the child's physical problems and possible classroom repercussions and find ways to take care of the child's special needs.

--New techniques or materials used by a teacher to help the handicapped may improve his teaching in general and enhance the learning of all pupils.

--Contact between the handicapped child and the "normal" child will better prepare both of them for the realities of life.

--Special children may still need to spend part of the day with specialists to learn how to overcome their handicaps.

# # #

Schools Are Expanding Programs
To Educate Handicapped Children

WASHINGTON, D. C.--A "remarkable surge" in school programs for handicapped children, begun in 1950, is still being felt today in the growth and change of many special education programs, Dr. Maynard C. Reynolds reports in the November issue of the NEA Journal, official publication of the National Education Association.

Dr. Reynolds, head of special education at the University of Minnesota, says special education is expanding and changing because of new teaching materials, new ways of teaching and diagnosing the handicapped and the use of volunteers or teacher aides. Schools are learning that they must be flexible--ready to develop new programs for different kinds of handicaps and equally ready to change old ones.

School districts are beginning to work together to offer these highly specialized programs and are changing age and educability requirements for special children, Dr. Reynolds says. They are learning how to use all available specialists and how to work with parents.

(More)

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The changes are making it possible for a school to adapt to a child's particular needs so that he can be left in a regular classroom.

Despite the rapid growth of special education in the past two decades, many children needing special help still are not receiving it, the Minnesota educator says. And most programs are still too limited. He suggests bringing health, welfare and education agencies together on a broad regional basis so that a school can serve all the needs of the handicapped child.

# # #

NEA Finds Teachers
Want Help From Aides

Only one out of five public school teachers in this country now has a "teacher aide" although a large majority of the classroom educators would welcome the help, according to a recent survey by the National Education Association.

The 84 per cent majority said they would like to have assistance with their clerical duties but only 51 per cent would be willing to turn the grading of papers over to a nonprofessional aide, the NEA Research Division found.

The same 84 per cent--five out of every six teachers--does not believe that teacher aides would enable them to teach more students nor do most teachers think that hiring aides should take precedence over improving professional salaries for teachers.

What is the feeling of the few teachers who already have an aide?

The poll published in the November issue of the NEA Journal, the official NEA publication, shows that nine out of ten of these teachers think that having an aide is helpful.

Most teachers use the aides for such clerical duties as recording grades, typing, filing and duplicating. A smaller number have their aides help with lunch-room, playground and bus duty, marking papers, large group instruction such as music and art or small group instruction in reading and spelling.

# # #

Is your city's school system revamping its social studies curriculum?

If so, it is in the middle of the country's latest curriculum revision, a la the new approaches in teaching math, science and modern languages. If not, it may soon join this trend to give a child the most realistic picture possible of his social world, Dr. Dorothy M. Fraser writes in the November issue of the NEA Journal, official publication of the National Education Association.

Dr. Fraser, coordinator of social sciences for the Teacher Education Program at Hunter College of the City University of New York, says that the change is easy to spot. Traditional subjects like history, geography and civics are being joined by the behavioral sciences with this thought in mind: a child will be better prepared to deal with the mysteries of "tomorrow" if he understands the dynamics that are changing "today."

So he studies economics to learn about everything from his family's budget to world trade.

He studies anthropology, sociology and social psychology so he can accept the differences among cultures as a normal thing. Learning about political processes helps him understand the necessity for obeying rules, justice under law and citizen participation in decision making.

The new social studies tries to show that people cannot prevent the rapid change in social institutions but that they can often shape the "directions of change," Dr. Fraser says.

The new curriculum also follows an idea that began 20 years ago in some schools--teaching a child about the entire world, not just the United States, to prevent him from developing provincial and unrealistic views about the relationships between this country and the rest of the world.

The new curriculum is also designed to show students how information and ideas are discovered and gathered.

(More)

Dr. Fraser believes this understanding will help students accept a new theory when the one they learned in school becomes outmoded and will give them a foundation for accepting or rejecting information "whether in deciding which toothpaste they will buy or which candidate they will support."

# # #

10/27/67

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
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October 27, 1967

Memorandum:

Dr. John D. Sullivan of Wellesley, Massachusetts, has become the youngest man in history to be appointed to the top executive staff of the National Education Association.

When he takes office December 1 as Assistant Executive Secretary for Information Services he will be one of six administrative officers to share the responsibility for all NEA operations of the million-member association, working directly under NEA Executive Secretary Sam M. Lambert.

The 38-year-old former Boston teacher, who holds a doctoral degree in education from Harvard University, was appointed to the position by the NEA Executive Committee at a meeting in Washington.

At the present time Dr. Sullivan is Director of the NEA Regional New England Office, 6 Beacon Street, Boston, Mass. He and his wife live in Wellesley Hills, Mass.

An announcement concerning the appointment is enclosed.

Roy K. Wilson

Roy K. Wilson, Director
Division of Press, Radio and
Television Relations

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10/26/67

For Further Information:
Rose Marie Walker

FOR IMMEDIATE RELEASE

Harvard Graduate Gets High NEA Post;
Becomes Youngest Executive in NEA History

WASHINGTON, D. C., Oct.26--John D. Sullivan, a 38-year-old former Boston teacher with a doctor of education degree from Harvard University, has been appointed to a top executive position in the National Education Association. He is now director of NEA's New England regional office in Boston.

When Dr. Sullivan takes over as assistant executive secretary for Information Services on Dec. 1, he will be the youngest person ever to hold an NEA "cabinet post." He will be one of six assistants who share the responsibility for all NEA divisions, working directly under Executive Secretary Sam M. Lambert.

The young Bostonian emphasized that he plans to "move rapidly with new ideas" in coordinating NEA's extensive programs in public information, publications, and research.

"If, as Marshall McLuhan says, 'The medium is the message,' then it is my intention, through our information services, to make this medium have an impact on public education and the welfare of teachers," Dr. Sullivan said after his appointment was approved by the NEA Executive Committee. The committee's action was based on the recommendation of Dr. Lambert.

Dr. Sullivan will bring to NEA Headquarters an unusual combination of administrative background and experience with the problems of teachers.

(More)

A native of Boston, he is a graduate of Harvard University's administrative career program which has produced some of the top leaders in education today.

As director of NEA's Regional Office for the past eight years, the young educator has been working with teachers and education association officials in Maine, New Hampshire, Vermont, Connecticut, Rhode Island, and Massachusetts. He has also gone to Michigan, Florida, and California to assist in critical situations.

Dr. Sullivan pointed out that running an NEA regional office calls for a wide range of services in interpreting NEA programs and in "taking care of the little and big problems that affect the organization." He has devoted much effort to representing teachers in personnel cases, negotiating contracts, and aiding in state and federal legislation.

The new information services head said he plans to keep the NEA programs that are under his direction as close to members as possible.

"Since I have worked closely with teachers in the field, I hope to be able to focus the vast resources of this office on helping solve the problems of teachers as I have seen them," Dr. Sullivan said.

An experienced worker with university groups and private organizations, he will be in charge of NEA's relations with numerous lay associations and with coordinating NEA's role in the annual observance of American Education Week.

Dr. Sullivan has a strong background in the classics, with five years of Greek and six years of Latin. He also studied French and Spanish at Boston College, while majoring in economics and personnel relations for his A. B. degree. He has an M. Ed. degree from Massachusetts State College, Boston. While earning his doctorate at Harvard, he coauthored a study of the Concord, Mass., public schools.

(More)

As curriculum director of the Walpole, Mass., public schools, he administered a program for identifying and developing academically talented children and was also a guidance director there.

He began teaching in 1951 in a slum school in Boston and stayed in the city three more years, teaching mathematics, science and social studies, mostly at the junior high level.

A life member of NEA, he was formerly on the board of directors of the Massachusetts Teachers Association. He is a member of numerous professional groups including American Association of School Administrators, Massachusetts Schoolmasters Club, Greater Boston Guidance Directors Club, National Catholic Educational Association, World Affairs Council and Phi Delta Kappa.

Dr. Sullivan's appointment was one of four approved by the NEA Executive Committee. Also appointed were:

--Dr. John M. Lumley, now director of NEA's Federal Relations Division, to the post of assistant executive secretary for Legislation and Federal Relations.

--Thomas J. McLernon, now East Coast regional representative for NEA, to the post of director of a newly created NEA Field Services Division.

--Dr. Jack H. Kleinmann, now director of NEA's Special Services Division, as associate executive secretary and executive secretary-designate for the NEA Commission on Professional Rights and Responsibilities.

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FOR IMMEDIATE RELEASE

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Rose Marie Walker

FOR IMMEDIATE RELEASE

Pennsylvania Educator Named
To High Position in NEA

WASHINGTON, D. C., Oct. 26--An educator who has received high acclaim in Pennsylvania, John M. Lumley, has been named to a top executive post in the National Education Association.

He will begin work immediately as assistant executive secretary for Legislation and Federal Relations. His appointment was approved by the NEA Executive Committee on the recommendation of Executive Secretary Sam M. Lambert.

Dr. Lumley will be one of six assistant executive secretaries in NEA. The responsibility for all NEA Divisions is divided among these six assistants, working directly under Dr. Lambert.

Dr. Lumley, a native of New Jersey, has been on the NEA staff since 1957, most recently as director of NEA's Federal Relations Division. As an assistant executive secretary, he will supervise his old division and the NEA Legislative Commission.

In 1964 Dr. Lumley received a citation for outstanding leadership in education from the Pennsylvania Department of Public Instruction. He also has an honorary doctoral degree from Waynesburg College for his contribution to education in Pennsylvania.

His alma mater, Muhlenberg College, Allentown, Pa., presented him with an alumnus award in 1956 for outstanding achievement in the field of education.

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Dr. Lumley completed his doctoral work at Pennsylvania State University where he also taught in an inservice training program for teachers and was a consultant in reading at university-sponsored institutes for teachers.

A former teacher, he served as superintendent of the Wilkes-Barre schools and Sullivan County schools. He was also chief deputy superintendent of the State Department of Public Instruction, with the responsibility for working with the State Legislature.

In 1951 he was a delegate to a meeting of the World Confederation of Organizations of the Teaching Profession in Malta. He is listed in "Who's Who in America" and has had writings published by several professional magazines.

A life member of NEA, he is a former president and state legislative chairman for the Pennsylvania State Education Association. During his presidency in 1951, the State Legislature passed the biggest state subsidy for education and the highest state-wide mandate for teachers' salaries ever adopted by any state at that time.

He is also a member of the American Association of School Administrators, Association for Supervision and Curriculum Development, NEA Department of Rural Education, National Society for the Study of Education and Phi Delta Kappa.

Dr. Lumley's appointment was one of four approved by the NEA Executive Committee. Also appointed were:

--Dr. John D. Sullivan, now director of NEA's Regional New England office, to the post of assistant executive secretary for Information Services.

--Thomas J. McLernon, now east coast regional representative for NEA, to the post of director of a newly created NEA Field Services Division

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# # #

10/26/67

Oct. 25, 1967

National Education Association

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
(202) 223-9400

October 25, 1967

Memorandum To: Editors and Broadcasters

Subject: Resolve of Florida School Impasse

The Florida Education Association last week won a good first-step victory in its effort to provide a quality education program for the children of Florida.

Gov. Claude Kirk Jr. and the FEA, at a joint news conference in Tallahassee on Oct. 18, announced resolvement of the school impasse.

Enclosed is a background story dealing with the event plus the Governor's statement and an editorial comment by the St. Petersburg Times.

Additional press information on the Florida school crisis may be obtained from the NEA Division of Press, Radio & Television Relations, 1201 Sixteenth St., N.W., Washington, D. C. 20036.

Howard J. Carroll
Assistant Director
Division of Press, Radio and
Television Relations

Enclosures:

NEWS from the National Education Association
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October 25, 1967

For Further Information:
Howard Carroll

FOR IMMEDIATE RELEASE

Gov. Kirk Pledges Special Session
As Florida School Impasse Resolves

WASHINGTON, D. C. (Special)--The poster simply read: "The Teachers and Administrator of This School Have Resigned...Until Further Notice, There Will Be No Professional Personnel On Duty At This School."

Thousands of notices like these were mailed to principals and were ready for distribution on Oct. 23rd around Florida's public schools by the Florida Education Association, which was carrying its long struggle the last mile in a final effort to improve educational conditions in the Sunshine State.

Some 32,000 teachers in the 50,000-member FEA, a state affiliate of the National Education Association, submitted undated resignations and thousands more were expected to be turned in at a giant mass meeting of teachers--the second such gathering during the school crisis--Sunday, October 22nd at the Tangerine Bowl in Orlando.

The last time the FEA met in the Tangerine Bowl on August 24th, 35,000 teachers, the largest single protest meeting of teachers ever held in this country, vowed they would give it one more try--previous attempts were unsuccessful--to get a special legislative session on education.

When schools opened in September, the teachers tried again. They went door-to-door with petitions. They reactivated speakers' bureaus. They placed advertisements in newspapers. They invited citizens into the schools "to see for themselves" the deteriorating school conditions. They sent hundreds of letters to newspapers. They talked to friends and neighbors about the needs of the schools.

And then, because all these efforts appeared to be in vain, the teachers set a deadline--a call for a special session by the time of the October 22nd mass meeting.

(More)

Meanwhile, as the date of the mass resignation meeting approached--the FEA dubbed it as "Decision Day"--a bi-partisan legislative committee, which had been studying the state's educational problems, called in FEA's negotiating team.

This incident marked the beginning of a series of negotiating conferences which ultimately resulted in breaking the impasse.

Thus, four days before "Decision Day," Gov. Claude Kirk and the FEA, at a joint news conference, on Oct. 18, announced that the crisis had been resolved.

The governor agreed to call a special session on education--probably in January--and ordered his Quality Commission on Education to accelerate its report and have it ready by "this January or sooner."

"When I review this arm-length total Florida Commission Report," said Kirk, "I will then call a special session of the Legislature." Kirk asked the Commission to give progress reports every 10 days "to be sure that we are not dilatory." The governor had previously asked for the Commission to report in December, 1968.

The FEA, in return for the pledge of an early legislative education session, suspended its sanction activity and withdrew the mass resignation threat for the time being.

FEA officials said the undated resignations will remain on file at the Tallahassee FEA headquarters.

Dexter Hagman, FEA president, in calling off the Orlando meeting, said the FEA was getting behind the Governor's Quality Commission on Education in an effort to obtain an early session of the Legislature.

"In the light of our work this week," said Hagman, "we are confident that we can be an effective force behind the Governor's Commission on Quality Education to reach an early session of the Legislature on education," said Hagman.

While the FEA suspended sanction activity, the NEA announced immediately after the Tallahassee news conference that it would hold in abeyance its sanctions against Florida.

(More)

The NEA Executive Committee said the suspension will continue "until the state legislature has had reasonable opportunity to take action based on the early availability of the report of the Governor's special education study committee."

Working with the Commission, which has set up a "nerve center" in the State Capitol to expedite its study, will be representatives of the FEA and the NEA in addition to those from the Governor's Office, Legislature, the Florida Development Commission, Florida industry, the State Department of Education, the State Superintendent, PTA's, local school boards, local teachers associations and individual teachers.

10/25/67

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For Further Information:
Mel Hayes

FOR IMMEDIATE RELEASE

NEA, World's Largest Professional Organization,
Inaugurates Lambert as Executive Secretary

WASHINGTON, D. C., Oct. 25--The million-member National Education Association will organize "into a real political force--a force with a voice that is going to be heard loud and clear in every Congressional district in the nation," the new NEA executive secretary declared at his formal installation here Oct. 20.

Sam M. Lambert, in an address climaxing a day-long observance, declared that the organization is "going to reach down into every school district and every individual school in this country--we are going where the votes are."

Dr. Lambert emphasized, however, that the organized political power, growing out of the new "militancy" of teachers, would be directed toward goals beneficial to education and to society. One "big push" of the NEA in the political action field, he added, will concern general federal aid to education--"money that can be used for just about anything that is needed, and with what is needed being decided by regularly constituted state and local educational authorities."

Part of the surging teacher militancy, the former West Virginian said, stems from the teacher's desire to live a bit better "in this era

(More)

of electric toothbrushes, and part of it is his genuine desire to change some of the conditions that make effective teaching impossible."

Lambert, successor to William G. Carr, was one of an array of distinguished speakers that included Senator Edward W. Brooke of Massachusetts and U. S. Commissioner of Education Harold Howe II. About 1,000 persons, including guests from every part of the nation, attended the morning, afternoon, and evening sessions in the NEA Headquarters and the Statler Hilton Hotel. Theme for the observance was "Education for the Real World."

Concerning federal financing, Dr. Lambert asserted that the federal government has "sliced out for itself leadership in the field of innovation in public education. Its assumption is that local and state boards of education, school superintendents, and the rest of the education establishment is traditional, conservative, and incapable of change without being pushed or shown how."

The basic arguments between NEA and the federal establishment, the 54-year-old educator explained, are "over whether we need a limited or a total war on the problems of education and over who should make the decisions on what's really important."

Noting that the federal government's historic interest in education has worked from the top down--college, then high school, and so on--Dr. Lambert said he hoped that the success of the Head Start program "demonstrates the value of beginning at the beginning."

The new executive secretary, formerly NEA assistant executive secretary for Information Services, stressed the importance of better education in the big cities, adding that "bussing a few kids across town

(More)

and getting a little better racial mix of teachers isn't enough." He announced that the NEA is creating a high-level task force to study big city education, and recommend a course of action for the organized profession.

Concerning the teacher shortage, he asserted that raising the average salary from $6,900 to $10,000 a year, making teaching really competitive with other college trained professional groups, would solve the shortage "overnight."

Dr. Lambert called for better use of school buildings and facilities in the evenings, on weekends, and in summer. He suggested they could be used profitably for public junior colleges, for supervised study or tutoring of students by retired teachers, and for varied summer programs such as remedial reading and arithmetic, auto mechanics, typing, driver training, and shorthand.

Dr. Lambert, in considering the future of NEA, predicted that in 10 years its membership will exceed two million. He said it already is four times as large as any other professional organization in the United States. However, NEA President Braulio Alonso, who opened the inaugural day activities, stressed that "bigness has not hardened our arteries, dimmed our eyesight, nor slowed our pace."

Senator Brooke, relating education to "The Crisis in Our Cities," told the audience that educational facilities are poorest precisely where they should be the best--in the ghettos. The Negro legislator declared that the people's representatives must be "as excited about education as they are about the war in Viet Nam or putting a man on the moon." In the long run, he said, education may be more important.

(More)

The Senator, a member of the National Advisory Committee on Civil Disorders, declared that poverty in America is more frightening and disgraceful than any in Africa or elsewhere. For in other places, he explained, poverty is normal--something to be endured--since the people lack the resources to cure it. America suffers not from a weakness of resources but from a weakness of will, he declared.

The schools of the ghetto also were a major consideration by a panel that dealt with "Some Hard Questions for the NEA." It was pointed out that schools to which poor families send their children have higher teacher turnover, more substitute teachers, and more than their share of inexperienced staff. Seniority provisions, it was noted, frequently draw experienced teachers from the most difficult assignments--inner city schools--and send them to schools in more favored neighborhoods.

Commissioner of Education Howe set the stage for the panel discussion. Participants included Dr. Irvamae Applegate, St. Cloud, Minn., immediate past president of the NEA, who was moderator; Mrs. Helen Bain, Nashville, Tenn., a member of the NEA Executive Committee; Dr. William H. Curtis, Manchester, Conn., president of the American Association of School Administrators; Dr. Frederick L. Hipp, Trenton, N. J., executive secretary of the New Jersey Education Association; and Mrs. Ruth Mancuso, Glassboro, N. J., president of the National School Boards Association.

A challenging look into the future of education was provided by Dr. John I. Goodlad, director of the research program, Institute for Development of Education Activities, University of California, Los Angeles.

Dr. Goodlad, who is also dean of the Graduate School of Education at UCLA, pointed out that the educational era of human-to-human instruction,

(More)

now in full bloom, is about to fade. Beginning to emerge is the era of man-machine interaction.

"The computer will march relentlessly into our instructional lives," he said, emphasizing that computers can do certain instructional tasks better than any human teacher. But although the computer offers an intense learning environment, it does not offer an intense human environment, he said.

"The research challenge," he added, "is to catalogue those aspects of instruction that are most appropriate for the machine teacher on the one hand and for the human teacher on the other."

Eventually, the computer may contribute significantly to the disappearance of "what we now call school," Dr. Goodlad said. He explained that he foresees "a diffused learning environment involving homes, parks, public buildings, museums, and guidance centers."

There may be learning centers providing not only a computer-controlled videotape, microfiche, and record library, but also access to state and national educational television networks. Homes may contain electric consoles connecting them to the learning center. This may possibly return the family to center stage as the basic learning unit, Dr. Goodlad noted.

Some of the jolting realities of present day--as well as future--education were presented by the president of the California Institute of Technology, Dr. Lee A. DuBridge, who discussed "Dollars vs. Dreams." For example, he declared that our annual school expenditures should go up by three or four billion dollars a year at once, and by six or eight billion soon. They must double within 10 or 12 years, he said.

But money is not the complete answer, he continued. He indicated, for instance, that children of the ghetto probably would not lose ground educationally in comparison with other pupils if teachers were authorized

(More)

"to ignore rigid lock-step curricular procedures and assignments, allowed to start where their children are and lead them through paths that they can understand, into contact with things that have meaning in their lives."

The role of the teacher was also discussed by Dr. T. M. Stinnett, a retired NEA assistant executive secretary who is now a visiting professor at Texas A&M University. He sketched the "galaxy of successes of teachers," then discussed the past failure of teachers. Concerning one failure, Dr. Stinnett said:

"While we were being assailed for conducting a carnival in our schools, we meekly acquiesced, while below the moving surface of American life, iceberg like, there lay the really tough problems that education had in time to face. These problems--obscured and ominous--the devastating problems of the deprived, the neglected, the demeaned groups that had been denied their God-given right...we didn't see. Or, if we did see, we kept relatively silent, which was a tragic compromise of our deeper commitments."

A special feature of the inaugural activities was the showing of "The Jungle," a film produced by a boys' gang in North Philadelphia. Don Bushnell of the Brooks Foundation, Santa Barbara, Calif., introduced the film and two members of the gang, who took leading roles in the movie, answered audience questions.

# # #

10/25/67

Oct 18, 1967

STATEMENT BY GOVERNOR CLAUDE KIRK OF FLORIDA
AT PRESS CONFERENCE, OCTOBER 18, 1967,
ANNOUNCING SETTLEMENT OF SCHOOL CRISIS

I am very pleased that the FEA has shown it is acting as a professional association and has removed any cloud as to its acting as a union. As a result of these acts of good faith, I am happy to report that the total FEA executive committee and the bipartisan special committee of the Legislature is being asked to join with my commission in accelerating its work to make Florida first in education.

We all know that no constructive discussions can be held in an atmosphere of threats and recriminations. When any governor knuckles under to strike threats, he sets a pattern that undermines the public interest throughout his administration.

The new, positive attitude by the leadership of the FEA, is one that will be welcomed by reasonable men throughout our state. It is in sharp contrast to techniques employed--in my view mistakenly--elsewhere in the nation. The FEA of Florida is setting the pattern and Florida will be first in education.

Now we can talk to each other rather than at each other. I do not consider our discussions with FEA leaders to be negotiations between opposing sides; on the contrary, we are all on the side of the best education for our school children and rewarding careers for our school teachers always consistent with our overall responsibilities to the taxpayers. And, in that vein, I am ordering the commandeering of the full resources of the state in a total mobilization effort behind the Governor's commission on quality education to accelerate its work. This would mean involving the Governor's office, the Legislature, the FEA, the Florida Development Commission, Florida industry, the State Department of Education, the State Superintendent, PTA's, local school boards, local teacher associations, including individual teachers.

With this enthusiasm and support, I am confident the commission can accelerate its work materially and drive for a finished report by this January or sooner. When I review this arms-length total Florida Commission Report, I will then call a special session of the Legislature, but to be sure that we are not dilatory, I am asking the commission to give us regular progress reports every ten days.

St. Petersburg Times Editorials

"The policy of our paper is very simple — merely to tell the truth"
—Paul Poynter, publisher, 1912-1950

14-A EDITORIAL Phone 894-1111 Thursday, October 19, 1967

The Children Win

Gov. Claude Kirk's decision to call the Legislature into a special education session in January was a victory for Florida school children.

It came because the state's 60,000 teachers, knowing they were right, willingly absorbed insults and risked their jobs for the public's cause of better schools.

What is important now is that the governor and key legislators recognize the crisis in education and are working with the teachers to reverse the erosion that already has damaged both Florida and its schools.

It was a great day for Florida's children.

Lesson For GOP

This is no time for rehashing past mistakes. But if the special session is to be fruitful, last summer's errors must be avoided in January.

There can be no more arbitrary vetoes from the governor like those of June 29 which crystallized this crisis. Pinellas' four senators — C. W. Bill Young, Henry Sayler, Richard Deeb and Harold Wilson — should never again place party loyalties above the interests of school children as they did in sustaining the harmful vetoes.

A Tight Schedule

The January legislative date imposes a tight schedule on deliberations. Work must be completed before political passions begin rising with the approach of April's primaries.

Therefore, school decisions should come first in the session. Reforms to equalize Florida's unbalanced tax structure — such as closing loopholes, the state assuming a larger share of school costs and enacting a severance tax — must follow closely. The few crucial decisions left on the new constitution, with any changes required by school and tax decisions, can come last.

With an early start in January and hard legislative work, it can be done.

Critical Millage Vote

In belief that schools won't be closed Monday, it would be a mistake to believe that all education problems are solved. That isn't the case. Without changed attitudes by the GOP legislative minority and the governor, a special session will accomplish nothing.

The only way Pinellas freeholders can insure their schools absolutely against further deterioration next year is to vote 10 mills in the Nov. 7 referendum.

If the Legislature and the governor come through, the extra millage won't be levied or spent. The School Board is pledged to that.

But if the state fails to meet its duty to Florida's children — as it did in June and July — Pinellas must have the flexibility to interpose local responsibility as it has in the past.

Pulling the 10 mill lever Nov. 7 will be an insurance policy against what every Floridian hopes will not happen but cannot afford to gamble on.

Oct. 29, 1967

NEWS from the National Education Association
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Mel Hayes

For Release: A.M. Papers
October 29, 1967

Too Much Diversity Among States
In Teacher Certification, Manual Says

WASHINGTON, D. C., Oct. 29--Although "innovation" has become "the magic passport to respectability in education," the educational revolution has brought little improvement in teacher certification, a new publication of the National Commission on Teacher Education and Professional Standards (NCTEPS) of the National Education Association asserts.

Author T. M. Stinnett of Texas A&M University declares, for example, that "there is no valid reason" why states should still have such vastly different programs for educating teachers. Nor does he think it necessary to have teaching certificates under 550 different names, even though this is an improvement over the 1,000 certificates of 15 years ago.

Is there such a thing as "basic preparation for teaching" in the United States? No, Dr. Stinnett concludes, for the teacher training programs in 1,200 colleges and universities vary so widely, even for certificates whose names indicate a standard level of preparation, that a "basic preparation" cannot be claimed.

The educator, an NEA assistant executive secretary before retiring last year, says concerning the abundance of teaching certificates: "It is virtually impossible for laymen--teachers, for that matter--to know what the titles mean. In contrast, some professions--medicine and law, for example--have one legal license. Its meaning is the same in every state."

The publication, "A Manual on Certification Requirements for School Personnel in the United States (1967 Edition)," is the eighth volume in a series started in

(More)

1951--and Dr. Stinnett has helped prepare all of them. It was produced by NCTEPS in cooperation with the National Association of State Directors of Teacher Education and Certification.

By including constructive criticism of teacher preparation and certification, the author practices what he preaches. "There appears to be too little criticism from within," he declares, "too little dynamic groping for new and better means."

He warns that only "a boiling up of reform within" can ward off new outside criticism that could bring drastic "pressure-forced changes" which might not prove constructive or lasting.

The manual points out that the chronic teacher shortage is a major element in the teacher preparation-certification situation, but reiterates the NCTEPS position: that reduction of standards is not the solution to the problem.

Favorable results in preventing erosion of teacher standards are indicated by the publication. For example, the ratio of emergency teachers to all teachers has gradually declined from 1-in-7 in 1945 to 1-in-20 now. All states except four and Puerto Rico require degrees for beginning elementary school teachers, and two of those states have set early deadlines for the requirement. In 1920, no state required a degree for elementary teachers; in 1930--2 states required a degree; 1940--11 states; 1950--21 states; and 1960--39 states.

In improving the teacher preparation-certification situation, "a concerted effort to bring about some national agreements" could be a key factor, says Dr. Stinnett, who served as NCTEPS executive secretary from 1951 to 1961. While preserving a wholesome amount of diversity, states should reach substantial agreement on certain essential areas, and this "would go far toward clarifying an inexcusably complex and confusing situation."

Free movement of qualified teachers across state lines is one area crying for agreement, the author indicates.

(More)

"State lines should not define the qualified teacher," Dr. Stinnett emphasizes. "But they often do. And sometimes for petty and irritating reasons."

The manual stresses the need for state certification offices to have a sound, carefully developed plan for allowing deviations in individual cases, such as those in which prospective teachers have exceptional educational background or experience.

Persons returning from Peace Corps assignments and retired military personnel are mentioned as groups that merit special consideration in teacher preparation programs and certification. Five states reported special provision for preparing or certifying retired military personnel who are college graduates, and 10 states reported formal or informal plans for Peace Corps teachers. Four states reported special provisions for Cuban refugee teachers for the teaching of Spanish.

The teaching profession should be given responsibility for "many of the functions trying to be served by the certification process," the manual suggests. It asserts that the sole purpose of a license should be to establish membership in a profession, as it is in the field of medicine.

The publication provides a comprehensive view of the current national situation in regard to teacher preparation, certification, and standards. It reveals, for example, that--

- The most dramatic upgrading in certification has been in the administrative field: 35 states now require the master's degree (or 5 years' training) and 11 require higher preparation for elementary principals; 37 require the master's and 11 require higher minimums for secondary principals; and all states that issue certificates for superintendents--50--require the master's degree or higher, with 20 states requiring at least 6 years' preparation.
- Forty-seven of the 52 states (including D. C. and Puerto Rico as "states") require at least four years of college preparation for elementary teachers; 49 states have that minimum requirement for secondary teachers; and three require 5 years.

(More)

- Eighteen states have mandated that either elementary or secondary teachers or both, in order to qualify for the next highest certificate, must complete a fifth year of preparation or earn a master's degree, within a specific number of years.
- Five states reported certificate provisions for paraprofessionals or teacher aides.
- Six states use qualifying examinations for certification. West Virginia and Texas use the National Teachers Examination for evaluation purposes only. In addition, examinations are used in several states to validate degrees from unaccredited institutions and to renew emergency certificates. Nine states use proficiency examinations to enable applicants to substitute scores on certain subjects in lieu of course credit.
- Of college graduates completing preparation for teaching (1964), only 5.2 per cent were from public teacher colleges and less than one per cent from private teacher colleges. Other percentages were as follows: public general colleges, 35; private general colleges, 20.1; public universities, 28.6; and private universities, 10.3.
- Four states were reported to have passed professional practices acts since the 1964 survey, when two were reported (By October 1967, eleven states had passed such acts). Professional practices acts assign to the teaching profession certain responsibilities in regard to teacher education, certification, revocation of certificates, and standards of practice.

The 256-page manual lists state certification officers and certification requirements for elementary and secondary teachers in each state, the District of Columbia, and Puerto Rico. It includes a list of 1,200 approved teacher education institutions and the programs they offer.

(More)

Dr. Stinnett was assisted in preparing the volume by Edna. N. Frady and Geraldine E. Pershing, both of the NCTEPS staff.

The certification manual was first published in 1951 by the U. S. Office of Education, and was then issued every other year through 1961 by NCTEPS. Starting with the 1964 volume, the publication became triennial.

# # #

10/29/67

10/13/67

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M. Ruth Broom

RELEASE AT WILL

Denver Classroom Teachers Win
Exemplary Contract, NEA Reports

WASHINGTON, D.C., Oct. 13--A 74-point contract won by the Denver Classroom Teachers Association giving teachers "unprecedented" benefits has been hailed by Arnold Wolpert, Director of the Urban Services Division of the National Education Association, as "one of the finest contracts yet negotiated by a teachers association anywhere in the United States."

The new contract signed last month guarantees "good-faith negotiations," with a free and open exchange of views between the Denver Board of Education and the DCTA.

Under terms of the contract Denver teachers won record increases in minimum and maximum salaries, plus guarantees of more liberal negotiating and grievance procedures, improved personnel practices, and provisions for teachers, through the DCTA, to have a closer relationship with school administrators and a voice in policy making.

The new salary schedule raises the minimum by $500, from $5,500 to $6,000 per year; the master's degree schedule base goes from $5,700 to $6,200. Teachers with 13 years of service and the bachelor's degree will receive $9,575, those with the doctorate, $11,690.

Special increments of $400 will be given to regular teachers who have completed at least 15 but less than 18 years of teaching service, including probationary years, with the Denver Public Schools. They will receive additional $400 increments every five years thereafter.

(More)

Other outstanding provisions include guarantees that:

- Teachers will have an uninterrupted, duty-free lunch period of at least 45 minutes.
- They will be permitted to leave the building during their lunch hour.
- All teachers will have a planning period each day.
- Such matters as optimum class size, flexible scheduling, and maximum teacher load will be taken up by the Professional Council (on which teachers serve) for action.
- Matters concerning instructional materials which need continuing study and investigation will be taken up by the Professional Council.
- There will be a school building committee in each school that will meet once a month with the principal to discuss school operations and questions relating to the new contract.

Another new feature of the contract is the provision designed to protect teachers who may be injured while on duty. One stipulation calls for a teacher to receive full salary, less any workman's compensation, if he is injured on the job. It guarantees that any absences necessitated by the injury shall not be charged to sick leave.

The Denver Board of Education is responsible for rendering all reasonable assistance to a teacher in case of assault. The Board also must protect teachers by purchasing public liability insurance.

Members of the negotiating team that drew up the new contract included Allerton Barnes, president of the DCTA, who was spokesman for the negotiating committee; Neil Breaugh, DCTA executive director; Edward Robran, field representative for the Colorado Education Association; and William Stiles of the NEA's Urban Services Division, who served as negotiations consultant.

# # #

October 13, 1967

Alonso

10/12/67

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Beatrice M. Gudridge

FOR RELEASE AT WILL

Sam M. Lambert To Be Inaugurated NEA Executive Head
In October 20 Ceremonies in Nation's Capital

WASHINGTON, D. C., Oct. 12 --Sam M. Lambert will be inaugurated as the National Education Association's sixth executive secretary of this century at ceremonies to be held here Friday, October 20.

More than 1,000 educators, legislative leaders, federal and state officials, urban executives, citizen group representatives, editors and broadcasters from around the country are expected to participate in the program which includes a daytime seminar at NEA headquarters and the inaugural address and reception at the Statler-Hilton in the evening.

Theme of the inaugural to which speakers will address themselves is: "Education for the Real World." Dr. Lambert has asked that "hard questions" of educational policy posed by inaugural speakers be channelled into a two-day staff planning conference he has called for Oct. 23-24. There the NEA staff will consider these policy implications in charting future directions for the Association which represents more than one million teachers.

The 54-year-old Lambert, a West Virginian, was named to NEA's top post last March, and assumed office August 1, succeeding the retiring Dr. William G. Carr.

The daytime seminar will focus on four major topics: the "new" teacher and his more militant attitude toward his profession and society; the current crisis in the cities with its overtones of educational decay; the unresolved issue of how education is to be adequately financed; and unprecedented changes now underway or in the wind for the teaching-learning process.

(more)

A pioneer in the movement toward higher teacher standards of preparation and competency, Dr. T. M. Stinnett will deliver the opening morning address on "The Teaching Profession: Successes and Failures." Now a Visiting Professor of Education at Texas A & M University, Dr. Stinnett served the NEA for 17 years as director of the National Commission on Teacher Education and Professional Standards then in the cabinet post of Assistant Executive Secretary for Professional Development and Welfare.

Sen. Edward W. Brooke (R-Mass.), another morning speaker, will discuss "The Crisis in the Cities" from his special vantage point as a member of President Johnson's National Advisory Committee on Civil Disorders.

His remarks at the morning session will be documented by a short film, "The Jungle," produced by a group of male Negro school dropouts of Philadelphia, Pa., with the help of the Brooks Foundation of Santa Barbara, Calif. One of the boys, Forest Outing, and Don Bushnell of the Foundation, will explain how this story of survival in the slums was filmed.

The luncheon address at the Statler-Hilton will be given by Dr. Lee A. DuBridge, president, California Institute of Technology. Dr. DuBridge, a member of President Johnson's Task Force on Education, will cover the issues of educational finance in a talk entitled "Dollars Vs Dreams."

New dimensions for curriculum-making and teaching methods will be outlined at the afternoon seminar by Dr. John I. Goodlad, dean of the Graduate School of Education, University of California, Los Angeles, and director of the Research Program, Institute for Development of Educational Activities (IDEA). A scholarly prober of educational innovations in the teaching-learning process, Dr. Goodlad has as his topic: "The Future of Teaching and Learning."

NEA President Braulio Alonso, principal of Tampa, Fla., will preside at the morning seminar, with President-Elect Elizabeth D. Koontz, classroom teacher of

Salisbury, N. C., chairing the luncheon session. Dr. Lyman V. Ginger of the University of Kentucky at Lexington, NEA Treasurer, will preside during the afternoon.

Final event of the daytime program will deal with "Some Hard Questions for the NEA."

U. S. Commissioner of Education Harold Howe II will open this sum-up session. His remarks will be followed by a five-member panel discussion which will include: NEA Immediate Past-President Irvamae V. Applegate, college dean of St. Cloud, Minn., moderator; Mrs. Helen Bain, classroom teacher of Nashville, Tenn., NEA Executive Committee; Dr. William H. Curtis, superintendent of schools, Manchester, Conn., and president, American Association of School Administrators; Dr. Frederick L. Hipp, executive secretary, New Jersey Education Association, Trenton; and Mrs. Ruth Mancuso of Glassboro, N. J., president, National School Boards Association.

Presiding at the evening session at the Statler-Hilton will be Clarice L. Kline, classroom teacher of Waukesha, Wis., former NEA President and currently chairman, NEA Board of Trustees.

President Alonso will introduce Dr. Lambert for the major address of the evening. Special platform guests will include members of the West Virginia congressional delegation; former executive secretaries William G. Carr and Willard E. Givens; the NEA Board of Trustees and Executive Committee; and representatives of the U. S. Office of Education.

Distinguished guests in the audience will include other officials from USOE and the Department of Health, Education, and Welfare; members of Congress, including members from the House Committee on Education and Labor, and the NEA Board of Directors.

Music for the evening program will be provided by the Fairmont Heights (Md.) Senior High School string ensemble.

(more)

Dr. Lambert succeeded to the top executive post at NEA after a two-year stint in the cabinet-level post of Assistant Executive Secretary for Information Services where he had administrative responsibility for the NEA Journal and other publications, the research division, and press, radio, motion picture, and television activities.

Before his elevation in 1965 to the cabinet, Lambert had served the research division since 1950, becoming its director in 1956. Earlier he directed research and school planning for the West Virginia State Department of Education and later served as director of research and public relations for the West Virginia Education Association.

Born in Canebrake, W. Va., he spent most of his early life in Bluefield, W. Va., and took his bachelor's and master's degrees from West Virginia University at Morgantown. He earned his doctorate at George Washington University here.

He lives in the District of Columbia with his wife, Juanita, and a 17-year-old daughter, Rebecca. Their other daughter, Mrs. Jack Palmer, lives in Charleston, W.Va.

# # #

10/12/67

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
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October 12, 1967

MEMORANDUM TO: Unit Heads and Editors

Yesterday Dr. Lambert gave a statement on the DeKalb County, Ga., situation to Atlanta papers and wire services.

We thought you might like to see the statement which is attached, along with our earlier release on the full-scale investigation of DeKalb County schools authorized by the Commission on Professional Rights and Responsibilities.

Roy K Wilson

Roy K. Wilson
Director
Division of Press, Radio, and
Television Relations

October 11, 1967

Statement by Dr. Sam M. Lambert, Executive Secretary,
National Education Association on DeKalb County, Ga.

The National Education Association is concerned with the welfare of both teachers and children, including the conditions under which the teaching-learning process is carried on.

When bitter controversy in a community engulfs the public schools and threatens the best interests of teacher or child, the NEA is often called upon to use its fact-finding machinery to reach beyond the emotionalism of charge and countercharge to the truth.

DeKalb County, Georgia, is a case in point. A preliminary inquiry has uncovered enough dissension, debate, and doubt focussed on the public school system to warrant a full-scale examination of the facts.

With the approval of the Executive Board of the Georgia Education Association and the Board of Directors of the Georgia Department of Calssroom Teachers, the NEA will launch this full examination.

As in every such investigation, the members of the Special Committee who will conduct it will be composed of distinguished educators from outside the locality who have no personal interest in or preconceived notions about the controversy.

The Special Committee will invite opinions and points of view reflecting all sides of the controversy. It will make itself available to any individual or group wishing to be heard in an effort to reach an unprejudiced and comprehensive view of the realities of the public school situation in DeKalb County. It will not try the case in the public press, but will wait until all facts are in and all voices heard before releasing any conclusions.

The findings and recommendations of the NEA investigation which will be published in due course will hopefully clear the air, clarify public understanding of the issues, and ensure the maintenance of quality education in DeKalb County.

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Mel Hayes

FOR IMMEDIATE RELEASE

Investigation of Schools in DeKalb County, Ga.,
Approved by National Education Association Unit

WASHINGTON, D. C., Oct. 6--A commission of the National Education Association today voted to conduct an investigation, centering on personnel practices, in the public schools of DeKalb County, Ga.

The Commission on Professional Rights and Responsibilities (PR&R) decided upon the full-scale investigation in the county, which encompasses the eastern suburbs of Atlanta, after studying the report of a team that made a preliminary inquiry Sept. 26-28. The investigation will be made as soon as a special committee can be appointed, probably before the end of October, the Commission indicated.

Mrs. Mabel M. Mitchell of Boulder City, Nevada, Commission chairman, said the inquiry team "heard many statements alleging improper personnel policies and practices and others commending the school district for its policies."

"The Commission believes," the Boulder City teacher added, "that an objective study is necessary to secure a clear picture of the situation. The investigating committee will endeavor to hear or receive from individuals concerned evidence relevant to the elements of the dispute."

The full investigation has the approval of the Executive Board of the Georgia Education Association and the Board of Directors of the Georgia Department of Classroom Teachers, Mrs. Mitchell said.

Making the preliminary PR&R investigation were Dr. Lois Edinger, associate professor of education at the University of North Carolina and past president of the NEA

(More)

Miss Audrey Herod, director of pupil and personnel services, Walker County, Ga., and chairman of the Georgia Education Association PR&R Commission; and Dr. John H. Marvin, executive secretary of the Maine Teachers Association.

Richard B. Kennan is executive secretary of the NEA's PR&R Commission.

# # #

October 6, 1967

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Rose Marie Walker

FOR IMMEDIATE RELEASE

Indiana Teachers Chalk Up
Sanctions Success Story

WASHINGTON, D. C., Oct. 11--The Fort Wayne (Ind.) Teachers Association expects to be recognized as sole bargaining agent for that city's teachers on Oct. 15, as a result of the lifting of state and local sanctions last month, the National Education Association has announced.

Sanctions against the city's school board and administration were removed Sept. 25 by FWTA and the Indiana State Teachers Association. Both associations are affiliates of the NEA.

The year-old local sanction was dropped after school officials adopted a satisfactory negotiations procedure and agreed to recognize FWTA by Oct. 15 unless successfully challenged by another teacher organization. A challenger appeared but did not meet election requirements and is not expected to before the Oct. 15 deadline, Robert H. Wyatt, ISTA executive secretary, said.

Other teacher demands were met earlier this year after a one-day professional work stoppage by teachers which closed the Fort Wayne schools on Feb. 9.

Their base salary was increased $500 to a $6,100 base and a $11,470 maximum computed on the index system requested by teachers to replace the across-the-board method adopted earlier by the school board. School administrators also agreed to use the uniform teachers contract required by state law and to give teachers a wide range of requested fringe benefits.

(More)

The Fort Wayne conflict began in February 1966, when the school board refused to raise teachers' salaries or even talk about it, executive secretary Wyatt said. It flared again in July 1966, after the board adopted a $300 across-the-board increase repeatedly rejected by the teachers, many of whom were in Florida attending the national NEA convention.

FWTA imposed sanctions in September 1966, and teachers worked all year without contracts. The ISTA sanctions came in February 1967, after a joint NEA-ISTA investigation.

At its July 1967, meeting the NEA Executive Committee gave standby authority to the NEA president and executive secretary to invoke national sanctions on Fort Wayne if conditions should worsen and the teachers should request them.

ISTA decided to hold back on a request for national sanctions until after a school board election this past summer, Wyatt said. The election of a new board president and two board members caused a "great change in the board's attitude" and paved the way for settling the 20-month-old crisis, he said.

Both sides agreed to drop pending litigation.

The school board dissolved an injunction preventing the teachers from taking any collective action against the board. And ISTA agreed to drop a contempt of court case against school officials refusing to obey a May 25, 1967, temporary restraining order against a disputed policy on signing contracts.

# # #

October 11, 1967

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October 9, 1967

Briefing Memo for State Association Public Relations & Editorial Offices

Await Michigan Supreme Court Decision. Hearings were completed October 6 before the Michigan Supreme Court on the position which has become known as "no contract, no work." At issue is whether teachers who lack agreement on a master contract with a board of education can be ordered to work. The case, known as the School District of the City of Holland vs. Holland Education Association, is expected to be considered a landmark in the fledgling field of teacher-school board negotiations. George Brown, MEA's PR director, has sent us synopses of the briefs. We are forwarding them to your desks. Copies of the complete briefs (300 pages) are available upon request. The MEA represents 61,000 of Michigan's 80,000 teachers at the bargaining table.

Decision Day. The Florida Education Association has given Gov. Claude Kirk and/or the Legislature until Sunday, October 22 to set a date for a special legislative session on education and finance or face a mass resignation of more than 30,000 teachers on October 23. The special session must be convened on or before December 4, 1967, to meet the teachers' deadline. A mass October 22 rally, "Decision Day" to bring teachers together, is being organized by FEA for either the Tangerine Bowl, Orlando, or the International Speedway, Daytona Beach.

De Kalb County (Georgia) Investigation. An investigation of personnel practices in the DeKalb County, Ga., public schools was authorized October 6 at a meeting of NEA's PR&R Commission in Washington. Mrs. Mabel M. Mitchell of Boulder City, Nevada, Commission chairman, said the Commission has heard both unfavorable and favorable comments about the school personnel policies and that an objective study seems necessary "to secure a clear picture of the situation." The investigation in the county, which encompasses the eastern suburbs of Atlanta, will be made as soon as a special committee can be appointed, probably before the end of October. The Executive Board of the Georgia Education Association and the Board of Directors of the Georgia Department of Classroom Teachers both have approved the study.

Personnel. Thomas A. Massey, public relations director for the Oklahoma Education Association the past two and a half years, has resigned to assume ownership of the Holdenville Daily News. Massey came to OEA from the newspaper he now owns.// Richard F. Wenzel, director of public relations for the Wisconsin Education Association has resigned to return to the Milwaukee Public Schools as director of transportation. The Wisconsin Legislature established a statute which provides school district bussing for private and parochial students as well as public school students, and Dick reports that there is a major PR challenge involved in the new operation.

# # #

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FOR IMMEDIATE RELEASE

Top Winners in National Teachers'
Writing Contest To Be Honored

WASHINGTON, D. C., Oct. 4--The three top winners in a national writing contest for teachers will be honored and receive their cash prizes, totaling $1,850, at a luncheon Oct. 23 in the Mayflower Hotel here, the National Education Association announced today.

A Tucson, Ariz., teacher will receive first prize of $1,000 in the fourth annual NEA Journal-Reader's Digest Foundation Teachers' Writing Competition. He is Jack Heimowitz, high school English teacher who is now doing graduate work at the University of Arizona.

Mr. Heimowitz' story was one of more than 550 entries in the contest, which this year was on the theme, "The Lighter Side of Teaching." The contest was open to all NEA members.

The cash awards, provided by the Reader's Digest Foundation, will be presented by Mildred Sandison Fenner, editor of the NEA Journal. Mrs. Jessie Alford Nunn, English teacher in Vallejo (Calif.) Senior High School, will receive the $500 second prize, and Mrs. Terry Welsh, recently retired as head teacher of Malaga (Wash.) Grade School, will be awarded third prize of $350.

Both Mr. Heimowitz and Mrs. Nunn won smaller prizes in one of the previous annual contests.

Sam Levenson, noted humorist, author, and former Brooklyn, N. Y., public school teacher, served on the judges' panel. He is author of the current best-seller autobiography, "Everything But Money."

More . . .

Other contest judges were Nancy C. Millett, director, NEA-Langmuir Project on English Composition, 1962-66, and English teacher in East High School, Wichita, Kan.; and Ruth Trigg, president of the NEA Association of Classroom Teachers, on leave from Grove Avenue School, Barrington, Ill., where she is a special education teacher. The three judges have been invited to the awards luncheon.

Also invited are Arizona, California, and Washington members of the NEA Board of Directors, who will present certificates to the award recipients. The directors are Maria L. Urquides, Tucson; Richard D. Batchelder, Los Angeles; Wilbert V. Bolliger, Pomona, Calif.; Donald E. Morrison, San Diego; Mrs. Freda K. Walker, Hamilton City, Calif.; and James R. Nelson, Bellevue, Wash. Mr. Batchelder, now secretary of the California Teachers Association, Southern Section, is a past president of NEA.

In addition to the three top winners who will be feted in Washington, winners of twenty-five $50 awards will receive checks by mail. They are as follows:

Jayne L. Cleveland, teacher in ungraded elementary school, East Oakview-Northview public schools, Grand Rapids, Mich.

Florence W. Cummings, elementary teacher of remedial reading, McKinley and Tecumseh Schools, Xenia, Ohio.

Jack Cushman, principal, West School, Glencoe, Ill.

Elizabeth Landress Dalton, professor of education, University of Chattanooga, Chattanooga, Tenn.

John Paul Densford, Sr., professor of education, East Central State College, Ada, Okla.

Harold William Dunn, elementary music teacher, Ballwin and Westridge Elementary Schools, Ballwin, Mo.

More . . .

Richard J. Fleming, librarian, Savanna High School, Anaheim, Calif.

Teresa Foley, sixth grade teacher, Woodman Park School, Dover, N. H.

William G. Gavin, teacher of English, Abington (Pa.) High School; lecturer on education, University of Pennsylvania, Philadelphia.

Richard L. Lacey, Chairman, Guidance Department, Pelham (N. Y.) Memorial High School.

Mary Elizabeth May, senior high school librarian, Cascade Union High School District #5, Turner, Oreg.

Mary Jane Mollura, second grade teacher, Southmont School-Westmont Hilltop Schools, Johnstown, Pa.

Charlotte Mower, special education teacher--educable mentally retarded, Agassiz Junior High School, Fargo, N. Dak.

John Field Mulholland, chaplain, religious education, Kamehameha School, Honolulu, Hawaii.

Edna W. Nichols, teacher of English and creative writing, King High School, Tampa, Fla.

Butheita Norwood, teacher, Ada Wilson School, Corpus Christi, Tex.

William F. O'Neil, teacher of English, North Junior High School, Randolph, Mass.

Virginia H. Ormsby, program language arts teacher, George Washington Carver Elementary School, Coconut Grove, Fla.

Mary C.Pankowski, third and fourth grade teacher, Park School, La Porte, Ind.

Marcella Rawe, elementary music teacher, Carlton (Oreg.) Elementary School.

Merla Jean Sparks, former teacher of English, Hoover High School, North Canton City, Ohio, Schools; presently touring Europe.

Martha Yoshida Suminas, associate research director, Project IDEA, Oberon Junior High School, Jefferson Co., Colo.

More . . .

Merry E. Texter, instrumental music teacher, Mentor Shore Junior High School, Mentor, Ohio.

Robert Patrick Tymoczko, teacher of English (American literature), Edward Little High School, Auburn Heights, Auburn, Maine.

Rachel Aycock White, fourth grade teacher, Wayne Avenue School, Dunn, N. C.

# # #

October 4, 1967

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FOR IMMEDIATE RELEASE

Climate of Fear and Suspicion Permeates
Erie, Pa., Schools, Says NEA-PSEA Report

WASHINGTON, D. C., Oct. 4--The Special Committee of the National Education Association and Pennsylvania State Education Association (NEA-PSEA), which examined educational conditions and climate of the Erie, Pa., school system has reported "an atmosphere of fear, distrust and suspicion," with little evidence of willingness to seek solutions to the problem.

Further, the Committee said it was convinced that positive efforts must be made to develop policies, procedures and organization to halt deteriorating relationships among the Board of Education, the central administration and the teaching staff, if the situation is to improve.

Publication of the report climaxed a year-long study of the Erie schools by the combined forces of the NEA and PSEA through their respective Commissions on Professional Rights and Responsibilities.

The Committee identified several factors contributing to the Erie problem, including:

- poor administrative procedures in operation of the system,
- lack of appropriate channels for the free flow of information concerning the school system, its successes and failures,
- lack of teacher participation in the formation of personnel policies, and
- a failure to set aside animosities and grudges long enough to examine the causes underlying controversy.

The most important fragmentation of administrative responsibility, according to the report, is in the management of the school district itself. The Committee said

(more)

the secretary-business manager's functions are related to business and fiscal policies, while the superintendent's are related to the educational program, with the fact that both officials report to the Board causing insufficient administrative coordination.

The Committee says the more usual arrangement is to have the business manager report to the superintendent, and one of its major recommendations calls for installation of the school superintendent as the chief administrator, with unit heads reporting to the Board through him.

The Committee also charged that instructional programs, involving in-service education, textbooks, libraries, are inadequately supported, "while business problems, especially those relating to fiscal policies and nonprofessional salaries, are given undue attention."

The report lists 1967 statewide expenditures in Pennsylvania for the instruction portion of the budget as 72.38 percent which compares to 66.4 percent spent in Erie. The statewide portion for maintenance is set at 13.41 percent compared to Erie's figure of 19.5 percent.

Charges by critics of Erie's schools that the Erie child is seriously underachieving relative to students in other systems have not been borne out by research, the report states. However, it points out that the Erie schools do not carry out a complete testing program and fail to disseminate results of tests or to institute changes which test results show are needed. For example, tests have shown that Erie students have a pronounced weakness in science. The Committee was unable to determine what effort was made to institute changes or even that the test results had been widely distributed.

As for overall financial support, the report shows Erie to be better equipped than other urban districts of similar size to support a good school program, with total market value of property and market value per pupil in excess of most second-class cities in Pennsylvania.

(more)

Pointed out was the fact that Erie residents pay only $135 in local tax rates compared to an average of $165 statewide, with millage increases of 2.9 on all tax collections compared to the 5.5 statewide average increases in the past eight years.

Thus, the Committee contends, the Erie school board is using increases in state subsidies to avoid making its own increases. Consequently, school expenditures have been increased only as much as state and federal subsidies allowed.

Other factors contributing to the Erie problem, according to the report, include distrust on the part of teachers and officials of each other's motives (teachers believe that the Board is interested in political advancement and not education whereas the Board believes the teachers are interested in money and not education), low employee morale resulting from widespread belief that recognition of ability does not have a part in advancement, Board interest in a merit rating system rather than sound professional policies, lack of public information on student achievement which spawns untrue allegations of Erie student underachievement and arbitrary handling of grievances on the part of the Board.

Committee recommendations include the creation of an office of professional personnel relations; recognition of the Erie Education Association for professional negotiations; preparation of a written grievance procedure ; and establishment of a community relations office.

Members of the Committee include Chairman Helen E. Hay, teacher, Denver, Colo., public schools; James M. Burk, superintendent of Interboro schools, Glenolden, Pa.; John Burke, curriculum coordinator, Bethlehem, Pa., Area City School District; Arnold Cantor, vice-principal, James Madison High School, Rochester, N. Y.; Donald Pierce, assistant executive secretary, Dade County Classroom Teachers Association, Miami, Fla.; Malcolm Provus, director of research, Pittsburgh, Pa., city schools; Mrs. Helen D. Wise, teacher, State College, Pa., area schools; and

(more)

Donald L. Conrad, associate secretary, NEA Commission on Professional Rights and Responsibilities, and coordinator of the study.

# # #

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A press copy of the special report, "Erie, Pennsylvania: When Fear, Distrust and Suspicion Permeate a School District," is available from Press/Radio/Television, National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036.

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FOR IMMEDIATE RELEASE

NEA Provides $50,000 Fund
To Assist Pike County Teachers

WASHINGTON, D. C., Sept. 29--The National Education Association today provided $50,000 in interest-free loans to the 700 teachers in Pike County, Kentucky who have walked out in protest of drastic cuts in the school budget.

In announcing the grant, Cecil J. Hannan, NEA assistant executive secretary for Professional Development and Welfare told the Kentucky affiliate: "The NEA stands squarely behind your Association and the Kentucky Education Association in your stand for better education in Pike County."

The NEA grant to the protesting teachers will be administered by Marvin Dodson, executive secretary of the Kentucky Education Association, an affiliate of the NEA. It is being provided from the NEA DuShane Fund for Teacher Rights.

The teachers walked out last Friday when the school board slashed funds for teaching supplies to service Pike County's 17,000 pupils and for teacher raises ranging from $29 to $100 per year.

According to President Glen McDowell of the Pike County Education Association, an operating deficit of $132,000 in last year's budget sparked the cuts. The deficit resulted from a ten per cent drop in tax collections last year.

"They didn't have enough money to pay the bills," he said. "But instead of raising the tax rate to secure additional revenues, the school board turned to its salary supplement for part of the money and to pupils' supplies for the rest."

Teachers were limited to $20 per year for art supplies. Local funds to match funds under the National Defense Education Act for the purchase of library books were cut sharply.

(more)

"We've never had enough money to buy pupil supplies," McDowell said. "It's not fair to the pupils for the board to cut back still more."

He added that the County's three-phase school improvement program--planned by the School Facilities Laboratory at the University of Tennessee--was halted after completion of the first phase because "nobody will underwrite our bonds with the image we have."

The 51-building school system still has eight one-room schools, complete with outdoor privies. All of the newer buildings have been equipped with used furniture bought from other school systems, with some pieces as much as fifty years old.

"Why, we have to pay our school telephone bills with the money we get from selling soft drinks and candy to the kids," Mr. McDowell said.

The sprawling coal mining community of 800 square miles spends an average of $270 per pupil for education. National average is $529.

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FOR IMMEDIATE RELEASE

Briefs from the NEA Journal

Increased Numbers of Teachers Believe in Strikes and Sanctions

WASHINGTON, D. C.--Any doubts concerning the emergence of a new breed of militant educators in this country will be laid to rest with a look at the latest survey of a scientifically selected sample of the nation's public school teachers. The question asked: "Do you believe public school teachers should ever strike?"

Two years ago 53 per cent responded "yes." The identical question was asked this year, and 59 per cent responded affirmatively, according to a Teacher Opinion Poll published in the October issue of NEA Journal, official publication of the National Education Association. Thus here has been an increasing majority who believe that there should sometimes be strikes, but that these should be limited to extreme situations where other alternatives have been exhausted.

A relatively small portion--but an increasing proportion--believe teachers should strike the same as other employees, the survey indicated. In 1965 only 3 per cent endorsed this proposition, but this year it rose to 4 per cent.

At the other extreme was opposition to any striking by teachers. Two years ago nearly 38 per cent voted against striking, but this year less than 34 per cent voted against strikes.

(More)

Both surveys showed that more secondary than elementary school teachers, and more men than women favored the use of strikes. Seventy-three per cent of the men, as compared to 52 per cent of the women, indicated teachers should strike, and the percentage of men (7.5 per cent) exceeded women (2.8 per cent) on the question of teachers striking the same as other employees.

In the same poll nearly 8 in 10 teachers "strongly favored" or "tended to favor" the use of sanctions. Again, more men favored the use of sanctions than women. One-third of all teachers are opposed to strikes under any circumstances, nearly four times as many as oppose the use of professional sanctions.

# # #

American Adolescent Product
of Trying Times, Culture Changes

WASHINGTON, D. C.--Despite the small clusters of hippies, pot-smokers, hot-rodders, grass-eaters, flower power advocates, and other way-out misfits, the average teenager today may be a bewildering amalgam, but probably as "normal" as any generation, according to the NEA Journal.

Writing for the official publication of the National Education Association, Thomas R. Leidy and Allan R. Starry of the Purdue University Measurement and Research Center, report on a recent survey made among a select sample of adolescent students. They were questioned on their attitudes toward school, sex, society, and self-evaluation.

Schools may not be the main cause for the dropout crisis, according to this survey. Consistently since 1953 about three-fourths of the students sampled have responded favorably when asked how they felt about school. From 1953 to 1967 the number of students who "liked school very much"

declined, but the number who admit that they "like it most of the time" has increased. The negative responses have remained consistent with 2 to 3 per cent admitting they dislike it.

The great majority of students believe that student governments should have a hand in planning assemblies and making rules about school conduct, though far less than 50 per cent believe they should have a hand in punishing students who break rules.

The trend in homework hours has changed since 1948, according to the survey. In 1948 only 7 per cent spent more than two hours on homework, as compared to 20 per cent in 1967. The drive for grades has resulted in cheating--on homework and in tests. Though five per cent claim never to have cheated, the 1964 poll showed that eight per cent admitted cheating frequently.

On the subject of morals, young people today--almost half of those surveyed--believe that high school seniors are old enough to consider marriage, yet 45 per cent agree that most teen-age romances are just puppy love. Fifty-two per cent of the students admit to a general moral laxity in this century and feel that future moral standards will be less strict--only 20 per cent believe that future standards will be more strict.

Following a list of other questions put to this group of adolescents--and their sometimes unexpected reactions--the authors conclude that the American adolescent is a "bewildering amalgam of conflicting moods and motives, habits and dreams."

# # #

Today's Youth Deprived of Heroes,
Educators and Parents Advised

WASHINGTON, D. C.--Parents and teachers must shoulder the blame for the increasing growth of hippie colonies and general student oddball behavior

patterns, according to Joseph F. Kauffman, dean of student affairs at the University of Wisconsin.

Writing for the October issue of the NEA Journal, official publication of the National Education Association, Kauffman says, "We thus blame all of our ills on the spirit of the times, and we cower in impotence when confronted by youths' demand, 'Why not?' instead of challenging them with our demand 'Why?'"

The author contends that today's youth is deprived of heroes. He points to books such as "Brave New World" and "1984" which present a negative view of life.

Of more significance is the growing communication gap between adults and youngsters--a weakening of family structure, a reluctance to maintain adult-child relationships. He suggests that professionalism of the guidance and counseling function has perhaps fostered the abdication by both parents and teachers of their responsibility and rightful roles.

"Finally, we need in all our work, courage--courage to confront, to believe, to do, to be," Kauffman concludes. "We must raise our voices against adults' abdication of responsibility for caring what happens--in the community as well as in the school."

# # #

Parents, Teachers Urged to Study Roots
of Hippie, Flower, Pot, and Acid Movement

WASHINGTON, D. C.--The hippie, flower, pot, or acid-head younger generation is a fact of life and probably spreading, according to two educators from the University of California, but before the adult population pushes a panic button it behooves them to try to understand the roots of the current rebellion.

(More)

Describing the young movement as the "hang-loose ethic," J. L. Simmons, a professor of sociology, and Barry Winograd, a teaching fellow, describe the motivations and symptoms of today's youth in the October issue of the NEA Journal, official publication of the National Education Association. Though the movement is small, representing only a small percentage of the younger generation, the authors see it as an outward sign of an inward frustration. In any event, the current happenings "hold fair promise of transforming the American way of life," the authors assert.

All "younger generations" have kicked at the restrictions of the Establishment "which like societies everywhere, grants personal freedom only within limits and which labels as deviant those who go beyond those limits," according to Simmons and Winograd. Today's youth are perhaps more vocal than most, and certainly lay heavier stress on individualism and self-determination. The hang-loose ethic rebels against the traditional Protestant views on marriage, patriotism, sex, and education. With heavy emphasis on experience the younger set have developed a grave mistrust of "dogmas and principles which tend to obscure the richness of life."

The authors do not condone the use of mind-expanding drugs or the great rush for sexual freedom. They do insist that these young men and women should be observed with more wisdom and less panic. They conclude with an interesting observation that "adherents of the hang-loose ethic have their own code, their own standards, and it seems that their actions cannot be judged by the code and standards of the Establishment."

# # #

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FOR IMMEDIATE RELEASE

NEA Launches Major Campaign
To Replenish Teacher Rights Fund

WASHINGTON, D. C., Sept. 21 --Faced with "a national emergency in education," the Executive Committee of the National Education Association is appealing to each of its more than a million members for a $10 contribution to its rapidly dwindling teacher-assistance fund.

NEA President Braulio Alonso reported that more than half of the DuShane Fund for Teacher Rights has been obligated during recent weeks.

"It can happen any place, any time, and no state or community is immune," Alonso emphasized, referring to crises facing teachers today. "The flood of legitimate requests for help will increase instead of lessen."

The major recent commitments, totaling more than $150,000, have been to education associations in states and communities where teachers have been forced off the job by school board or legislative action--or inaction, the NEA official explained, adding that requests from a dozen other states are pending.

Among the recent commitments have been $50,000 to the Florida Education Association to back up NEA and FEA sanctions; $50,000 to the Broward County Classroom Teachers Association in Fort Lauderdale, Fla.; $50,000 to the McCracken County Teachers Association, Paducah, Ky.; and $10,000 to the Michigan Education Association. Main purpose of the money, in most cases, was to provide teachers interest-free loans.

(more)

Teachers in flood-ravished Fairbanks also were provided $10,000 by NEA through the Alaska Education Association. It was earmarked for food and clothing for some 300 teachers.

Almost a quarter-million dollars ($247,070.52) in grants and loans have been provided from the DuShane Fund since June 1, 1966, Cecil J. Hannan, NEA assistant executive secretary for professional development and welfare, reported. This has included 55 separate grants for legal fees, subsistence, and other teacher-rights support in about 30 states.

President Alonso, emphasizing that the fund will soon be exhausted unless immediately replenished, called for a vigorous campaign to help meet "this zero hour in our profession." He urged state executive secretaries to "clear the deck for action" by--

- Requesting the state association board of directors, at its next meeting, to consider support of the campaign.
- Contacting local associations and urging them to give discussion of the fund drive top priority at their next meeting.
- Suggesting that a building representative be appointed in every public school building in the state to solicit every-member participation.

National Coordinator for the fund campaign is Craig P. Minear, former executive secretary of the Colorado Education Association.

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FOR IMMEDIATE RELEASE

NEA Announces Appointments
To Human Rights Task Force

WASHINGTON, D. C., Sept. 21--Braulio Alonso, president of the National Education Association, today announced the appointment of the nine members of a new Task Force on Human Rights.

The Task Force, approved by the NEA Representative Assembly in Minneapolis in July, will consider the coordination and expansion of NEA's human rights activities. Its recommendations are to be made to the NEA Executive Committee by February 1968.

Chairman of the Task Force will be Wade Wilson, Bryn Mawr, Pa., president of the Pennsylvania State Education Association. Mr. Wilson, who is on leave of absence from Cheyney State College, Cheyney, Pa., is chairman of the NEA Committee on Civil and Human Rights, an arm of the Commission on Professional Rights and Responsibilities (PR&R).

Also appointed were three members of the NEA Executive Committee. They are: George D. Fischer, Des Moines, Iowa, teacher; Mrs. Helen Bain, Nashville, Tenn., high school speech and English teacher; and Mrs. Helen E. Krause, Lincoln, Neb., high school teacher.

Appointed from the PR&R Committee on Civil and Human Rights, in addition to Mr. Wilson, were: Mrs. Edna W. Griffin, intergroup relations specialist for the Philadelphia, Pa., public schools; and J. Milton Belcher, head of the Business Education Department of Baltimore City (Md.) College.

(more)

The other three members all are officials or staff members of education associations. They are: Mrs. Martha Dell Sanders, Paducah, Ky., high school English and debating teacher, who is president-elect of the Kentucky Education Association and Southeast Regional Director of the Association of Classroom Teachers; Patrick Tornillo Jr., executive secretary of the Dade County Classroom Teachers Association, Miami, Fla.; and Walter J. O'Brien, development director for the New Jersey Education Association, Trenton.

Mr. Alonso is a Task Force member ex officio. Cecil J. Hannan, assistant executive secretary for professional development and welfare, is NEA staff contact for the Task Force.

First meeting of the Task Force will be Oct. 9 at the NEA Headquarters in Washington, D. C., Dr. Hannan said. It will hear suggestions from groups and individuals concerning ways in which NEA can move forward in the human rights field.

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FOR RELEASE: A.M. Papers
Monday, Sept. 18, 1967

Complexity Is Trademark of Teaching
In Our Rapidly Changing Society

WASHINGTON, D. C., Sept. 18 -- Teachers who are "engaged each day with the extraordinary complexities of the learning process are understandably bewildered" that anyone could consider their job simple, a new publication of the Educational Policies Commission indicates.

But many do. "Even parents who have difficulty managing the affairs of three or four children often expect teachers to work easily and effectively with thirty or more," says the EPC, an agency of the National Education Association and the American Association of School Administrators.

The publication "On the Role of the Teacher" examines that role as it has been altered by "important changes in American life."

Among these changes which have been sweeping through the educational world have been the development of educational technology (such as learning machines, computers, and instructional TV), the explosion of knowledge, the seeking of equal opportunity for minority groups, and the growing importance of education to each person and to society.

Today's teacher, more than yesterday's, has several important roles outside the classroom that can help set the stage for success in the school, the Commission publication says. One role is in contributing to the molding of educational policy on such matters as curriculum, school materials, financial support of schools, size of classes, and the proper bounds of the teacher's freedom and authority.

(More)

"Each teacher lives with the effects of educational policy at the point where the payoff of public educational efforts is focused," the publication notes. "It is therefore wise for teachers to have an important say in developing policy, though it must be recognized at all times that the ultimate control of education is justly and legally a public function."

The teacher also has significant roles as a member of the teaching profession and as a citizen of the community, "but his main function remains what it has always been--to teach."

Good teaching in 1967 still bears resemblance to Mark Hopkins and his enthralled pupil, seated upon a log, the publication indicates.

"The central role of the teacher remains the stimulation of learning," the publication emphasizes. "The essence of this process lies in face-to-face relationships with students."

The effective teacher, then, must avoid viewing himself as mainly a "dispenser of knowledge, truth, and wisdom," rather than as a stimulator and assistant in the learning process. He must remain aware that "all learning must be done by a learner." And he must respect each pupil if he is to teach something other than "a hatred or fear of school and learning."

Even though true teaching is perhaps the most complex of all professions, the publication concludes, in nobility of purpose it is second to none.

"One does not become rich by teaching. But who has more reason than a true teacher to rest assured that the world is a better place because of him, with no possibility of predicting where his influence will end?"

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FOR IMMEDIATE RELEASE

Today's Rash, Tomorrow's Epidemic
In Teacher Unrest, Says NEA Head

WASHINGTON, D.C., Sept. 13--Today's rash will be tomorrow's epidemic of teacher unrest unless bad teaching conditions are promptly cured, the head of the million-member National Education Association declared today.

Flatly predicting that the open revolt of teachers this fall could be worse in 1968, NEA Executive Secretary Sam M. Lambert said teachers are waging all-out war against "frustrations that inhibit them in efforts to provide quality education for their students."

These frustrations which are especially acute in the nation's "decadent" big city school systems include overcrowded classrooms, ill-equipped rooms, and inadequate compensation, he said.

An average teaching salary of $6900 a year, said Lambert, is not enough to satisfy today's teacher who is no longer either a "sweet young thing just out of college living with her parents" or an "old maid without ambition or hope for anything better."

The average teacher today, Lambert pointed out, is a college graduate, 39 years old with 12 years of teaching behind him. Thirty percent of the nation's teacher corps comprises young married men raising families, buying homes, and with obligations comparable to other college graduates. These teachers want a better break in today's affluent society, he said.

Some of these teacher-members of NEA, he said, have gone on strike in support of their convictions, and the Association is backing them with financial support and man-power--even though NEA's policy is to avoid the strike as a solution to school problems.

(more)

"Under conditions of severe stress and when good faith attempts at resolution have been rejected by boards of education and tradition-bound legislatures," he noted, "NEA recognizes that strikes will occur and in such instances we will offer all services at our command to help resolve the impasse."

Lambert also promised that NEA would give top priority in months ahead to new approaches designed to solve problems of education in the big cities.

Efforts to improve urban education, he said, have been hamstrung by the outmoded concept of the 10-month school year, by emphasis on the middle-class college-bound student and neglect of the center-city child, and by pinchpenny financing.

He called for more and better summertime school-conducted programs for inner-city youngsters; for vastly improved vocational education courses; and for better partnership financing of schools by local, state, and national levels of government. For example, he said, "The federal share in school finance has to grow to approximately one-third within the next 10 years."

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FOR IMMEDIATE RELEASE

NEA Moves to Aid Teachers in 3 States
Who Have Refused to Sign Contracts

WASHINGTON, D.C., Sept. 8--Two checks totaling $100,000 were made available by the National Education Association today to provide interest-free loans to teachers in Broward County, Florida, and McCracken County, Kentucky, who have refused to sign teaching contracts.

At the same time, the million-member NEA announced establishment of a placement service to aid in the relocation of teachers from 18 Michigan school districts where there is a stalemate in teacher contract negotiations.

In announcing the two $50,000 checks and the "locator and referral" service, Dr. Cecil J. Hannan, NEA assistant executive secretary for Professional Development and Welfare, said: "Teachers throughout the nation stand squarely behind those teachers who are faced with real hardship in their current struggle for equitable contracts."

The aid is being provided from the NEA's DuShane Fund for Teacher Rights.

In Florida, the assistance to teachers in the Ft. Lauderdale area will be administered by Larry Sorenson of the NEA Urban Services Division. More than 2,700 teachers have tendered resignations in Broward County, and the schools are to remain closed until Sept. 25 on a "holiday" proclaimed by the school board.

About 300 teachers in the Paducah, Ky., area are remaining out of the classrooms. The NEA assistance is being made available to them through the Kentucky Education Association.

More than 5,000 teachers in 18 Michigan school districts having 116,000 pupils will be offered the placement service without charge. Largest district is Saginaw, with 1,007 teachers and 21,760 students involved.

(More)

The other Michigan districts are: Crestwood, River Rouge, Southgate, Van Buren, Summerfield, Saline, Marshall, Camden-Frontier, Holland, Bloomfield Hills, Birmingham, Troy, Bay City, Menominee, Bridgeport, Beecher, and Willow Run.

The placement service will be conducted through the offices of the Michigan Education Association, an NEA affiliate, in East Lansing. It will use the NEA's computerized service, called "NEA*SEARCH," which matches job applicants and teaching vacancies throughout the nation.

Earlier this week, the NEA made a loan fund available to the Michigan teachers.

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9/8/67

NEWS from the National Education Association
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FOR IMMEDIATE RELEASE

NEA Provides $10,000 Fund
To Assist Michigan Teachers

WASHINGTON, D. C., Sept. 6--A grant of $10,000 was made by the National Education Association today to assist Michigan teachers who have rejected contract offers and remained away from their classrooms.

The money, made available to the Michigan Education Association from the NEA's DuShane Fund for Teacher Rights, will help provide interest-free loans to teachers pending the offer of suitable contracts by local school boards.

Contract negotiations in more than 30 Michigan school districts have become stalled, and teachers may need financial help before they are back at work, an NEA official said.

The grant to Michigan is the first of its type by the DuShane Fund Committee. It reflects the NEA's new policy of backing affiliated teacher groups when they are unable to reach satisfactory contract settlements with school boards.

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9/6/67

9-6-67

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FOR IMMEDIATE RELEASE

NEA Says Florida School Crisis
Needs Attention Now, Not 1975

WASHINGTON, D. C., Sept. 6 -- An official of the National Education Association charged today that Gov. Claude Kirk's plan to make "Florida first in education" by 1975, announced state-wide on television last night, is "totally unrealistic" because "it turns its back" on the present school crisis and a whole generation of educational decay.

"The best Madison Avenue black-magic cannot heal the wounds or cover the scars on children which result from the problems that exist in the schools right now," said Dr. Cecil J. Hannan, NEA Assistant Executive Secretary for Professional Development and Welfare.

"What parent wants to tell his child that Florida is going to be number one in education but that the improvements won't be made until after he is out of school," he added.

"The Governor has already had several opportunities to make a good first step to improve education but he has repeatedly elected to veto education bills--that offered more than his own--by both houses of the state legislature," Hannan said. "Why should teachers and other Florida citizens believe he is more sincere now?"

Kirk, in a state-wide television and radio message last night, called for "educational excellence" through a long-range master plan to be drawn up by a 30-member Commission for Quality Education. The Governor instructed the Commission to report in December 1968.

(More)

"We are pleased that the Governor is following the recommendations made in a 1965-66 NEA investigation of Florida schools to study in depth the state's educational problems," Hannan said, adding:

"But, at the same time, we are disappointed that he does not see the urgency, as the NEA report noted almost two years ago, to begin solving the problem immediately."

The 1965-66 NEA study, which was requested by the Florida Education Association, showed that educational conditions were "woefully inadequate" and that the schools were being used as a "political football."

"Since then, educational conditions have deteriorated and the people of Florida apparently have gotten a new kicker when a smart quarterback was needed," said Hannan.

Florida's teachers are frustrated by their inability to help children, which results from learning barriers they have been unable to remove. Among some of the obstacles, Hannan pointed out, are:

- Overcrowded classrooms.
- Outdated textbooks.
- Dangerous and insufficient school buildings.
- Political school management.
- Inadequate school funds.
- An apathetic public.
- Public officials who are long on promises but short on action.

"We hope that one of the first undertakings of the Governor's Commission on Quality Education will be to give first priority to these desperate educational needs and support Florida's teachers in their request for a special legislative session on education before the end of this year," said Hannan.

"It is unthinkable that such a distinguished group of citizens called together to explore the state's overall educational requirements could overlook the immediate school crisis," said the NEA official.

(More)

"The crisis is real--very real--as evidenced last week in Pinellas County and again this week in Broward County," Hannan pointed out.

"It would be unfortunate if the children were denied the services of thousands of Florida's better teachers who would be forced to leave the state in search of better teaching conditions while a study, which won't be completed for 15 months, is being made," said Hannan. "Such an action would result in irreparable damage to the schools and would take several years of rebuilding."

"It is apparent that the teachers of Florida mean business in their efforts to improve the quality of education now--this month--this year," Hannan declared.

"And they have the full support of the National Education Association and its one million members who are casting a watchful eye on the Florida school crisis," Hannan said.

The NEA is prepared, if necessary, to assist Florida teachers who so desire to relocate in other states where teaching conditions are more favorable, Hannan explained. Such assistance has already been offered to teachers in Pinellas and Broward Counties where mass resignations of teachers were submitted to the school boards.

Hannan said the teacher shortage across the nation is more acute this year than ever before and that there is a ready market for teachers who wish to take advantage of these opportunities.

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September 1, 1967

Briefing Memo For State Association Public Relations & Editorial Offices

The Division of Press, Radio and Television Relations is a client of the Associated Press and the United Press, with news tickers in our Washington headquarters. As a client of the Associated Press we have obtained, at a special price, extra copies of the new 1967 Associated Press Stylebook. The 52-page booklet was produced chiefly by the Associated Press Managing Editors Association for the guidance and benefit of those engaged in writing and preparing materials for newspapers. For the first time AP and UPI have cooperated in proposing forms for the presentation of the printed word. It is an effort to standardize usages without limiting individual initiative or enterprise by either wire service. If you would like to have reference copy for use in your office, use the enclosed reply form and have it come to me.

Elmer Wells, an education reporter for the Pasadena Star News and the Los Angeles Herald Express for the past six years, has been appointed director of press relations for the California Teachers Association. He succeeds George Neill, who is now executive editor of Education USA.

Florida Report

Florida's Governor Claude Kirk will unveil his plan to make "Florida First in Education" on statewide TV on Tuesday, September 5, Howard Carroll, of NEA PR/TV reports from Tallahassee. The teachers' reaction to the Governor's education plan will determine the next steps in the state's educational crisis. If the plan does not cover immediate needs -- only long-range ones -- teachers likely will react negatively, and will step up their campaign to get the Governor to call a special legislative session. Meanwhile, the Florida Education Association has asked for the mass resignation of Florida teachers, to be turned in to school officials by association leaders if the Governor and/or Legislature fail to act. Upwards of 40,000 of the 55,000 teachers are expected to submit resignations, according to FEA. Pinellas County has won a complete victory in their local school crisis, with the county school board accepting a 14-point package that includes salary increases and a promise by the school board to urge the special legislative session. The acceptance was preceded by the resignation of about 1,900 Pinellas teachers and a mass meeting at which parents exhibited overwhelming support forthe demands of the teachers.

Radio Tape News Service

Distribution of the weekly three minute Education News Service audio tape has been resumed for this school year. Two programs have been mailed thus far to the thirty-three states which signed up for the service. If your state is not receiving this service and you're interested, please contact Ahron Leichtman, Bob Harman or John Cox. Briefly, a master tape is sent each week. The state association is responsible for duplication of copies and distribution to radio stations within the state. Individual state credits are included and the flexibility of audio tape permits states to use the tape in a variety of ways.

Lyle Hamilton on duty in Michigan reports landmark judicial ruling favorable to MEA that teachers cannot be compelled to work without a "master bargaining contract" for entire district. Significance is that in some 98 school districts where contracts have not yet been agreed upon, teachers are not obligated to return to school next Tuesday.

REPLY FORM

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Division of Press, Radio and
Television Relations
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/___/ Please send me a complimentary reference copy of the new 1967 Associated Press Stylebook.

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